



# GRADE 1 LITERACY: MY REPORT ABOUT FROGS

## UNIT OVERVIEW

This 3-4 week unit leads students in an exploration of informational texts. Read alouds and structured conversations are used to guide students in the process of using an informational text as a learning tool (i.e., gathering facts from what an author has written). Students then use what they have learned from a mentor text to create their own “teaching text.” Extensions for continued learning around frogs are included.

## TASK DETAILS

**Task Name:** My Report About Frogs

**Grade:** 1

**Subject:** Literacy

**Depth of Knowledge:** 3

**Task Description:** This task asks students to write an informative text and use information/facts to write a short report about what was learned.

### **Standards Addressed:**

**RI.1.1:** Ask and answer questions about key details in a text.

**RI. 1.10:** With prompting and support, read informational texts appropriately complex for grade 1.

**W.1.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure

### **Materials Needed:**

- “Frogs” by Gail Gibbons
- Report template



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The task and instructional supports in the following pages are designed to help educators understand and implement tasks that are embedded in Common Core-aligned curricula. While the focus for the 2011-2012 Instructional Expectations is on engaging students in Common Core-aligned culminating tasks, it is imperative that the tasks are embedded in units of study that are also aligned to the new standards. Rather than asking teachers to introduce a task into the semester without context, this work is intended to encourage analysis of student and teacher work to understand what alignment looks like. We have learned through the 2010-2011 Common Core pilots that beginning with rigorous assessments drives significant shifts in curriculum and pedagogy. Universal Design for Learning (UDL) support is included to ensure multiple entry points for all learners, including students with disabilities and English language learners.

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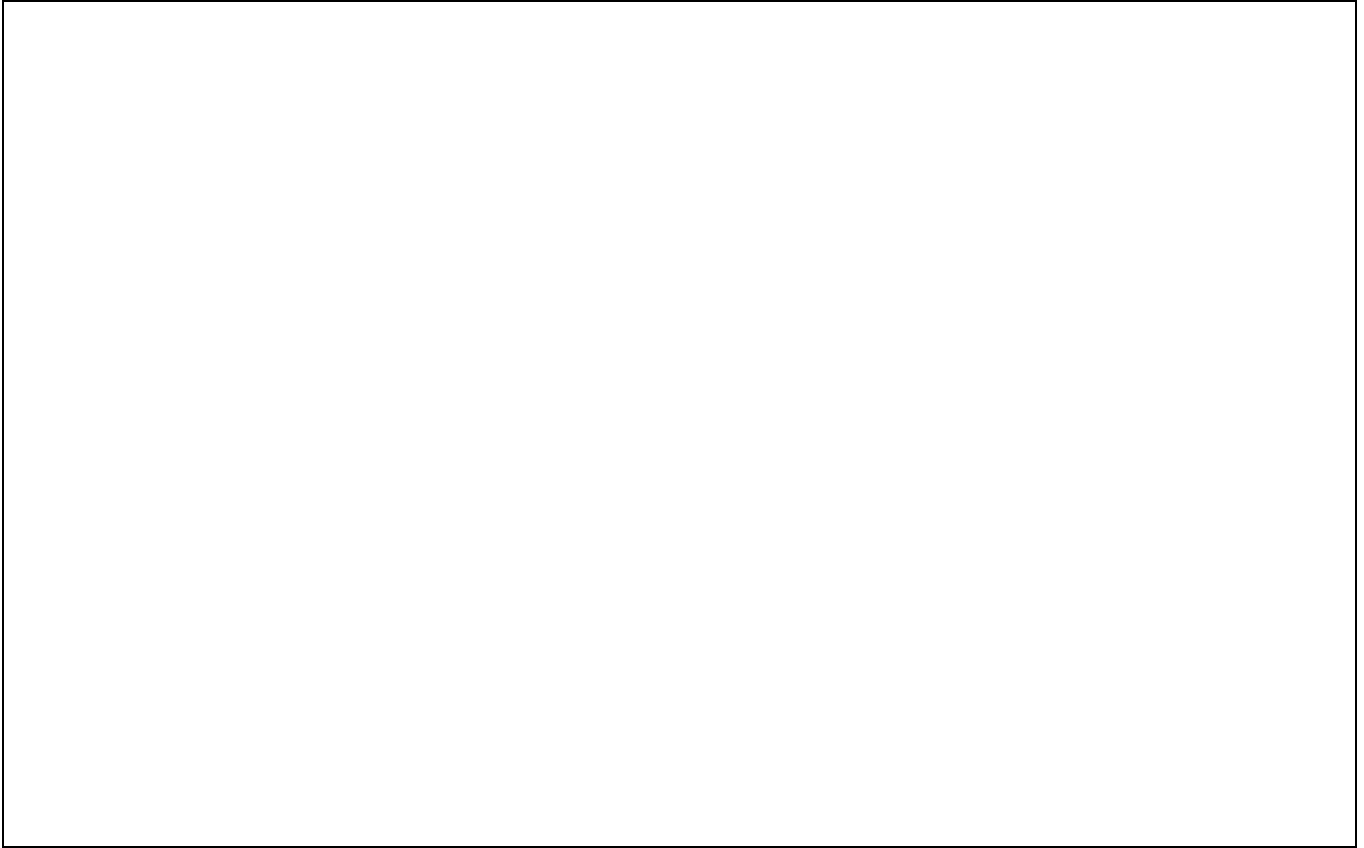
Acknowledgements: The unit outline was developed by Rebecca Odessey (CFN 109), Christabel Quigley (CFN 602), Wanda Wakal (CFN 602) and Patricia Clark (CFN 602) with input from Curriculum Designers Alignment Review Team. The tasks were developed by the schools in the 2010-2011 NYC DOE Elementary School Performance Based Assessment Pilot, in collaboration with Exemplars, Inc. and Center for Assessment.



# GRADE **1** LITERACY: MY REPORT ABOUT FROGS PERFORMANCE TASK

This section contains the student version of the final performance task and task administration guidelines for teachers.

My Report about \_\_\_\_\_



By \_\_\_\_\_

These are my questions about \_\_\_\_\_.

I will read a book to find the answers. Then I will write about what I learned.

Things I learned about \_\_\_\_\_.

Things I learned about \_\_\_\_\_.



This image shows a full page of handwriting practice paper. It contains ten identical sets of horizontal guidelines spaced evenly down the page. Each set is composed of three lines: a solid top line, a dashed middle line, and a solid bottom line, providing a structured space for practicing letter formation and alignment. The paper is otherwise blank, with no margins or additional markings.

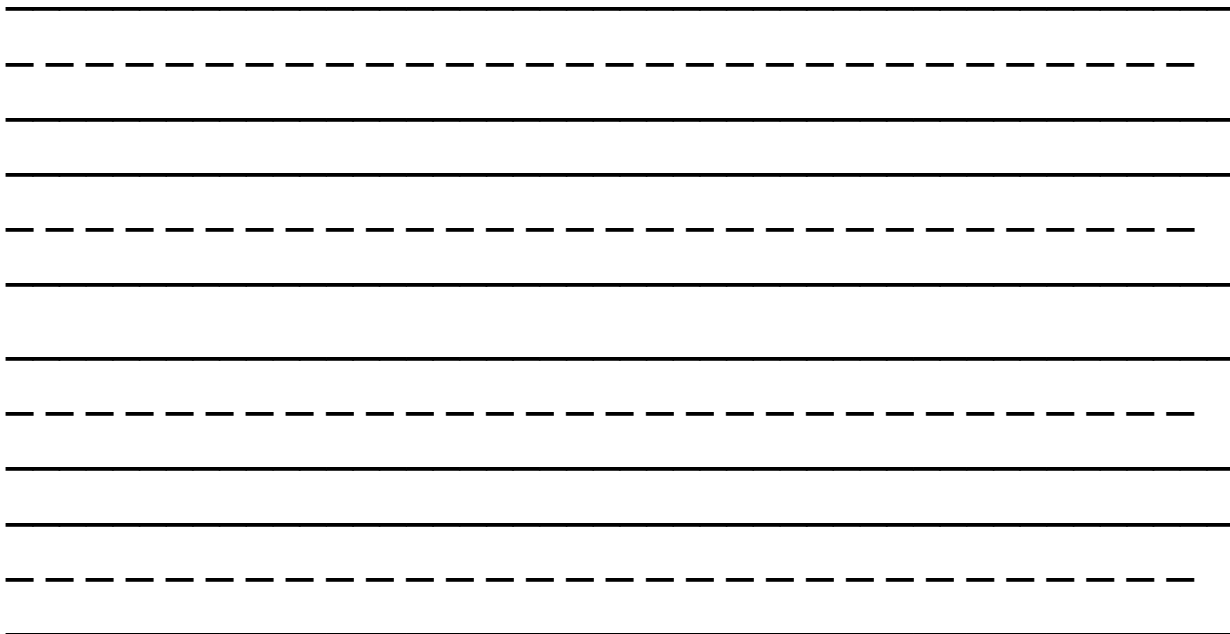
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line for letter height guidance. The page contains five sets of these three-line guides.

## Independent Reading-Writing Template



Today, I read a book about \_\_\_\_\_.

This is what I learned.



## Directions for Task Administration

*Shared Reading-Writing Template: My Report about \_\_\_\_*

Each day, students read and discuss a part of the book together with the teacher and then add to their written report (see student report template). Teachers can give one template page at a time and have students put reports together at the end of the week. There is an extra page of lines at the end of the template for students who need more writing space.

### Day 1

- Ø **Focus:** Prewriting activity before students begin the pre-assessment. The book introduction will take one class period and the shared reading will take 2-3 more class periods with writing after each part read and discussed.
- Ø **Whole class discussion.** Use whole class discussion questions to spark ideas for writing. Teacher guides class in a K-W-L discussion: *What do you know about frogs? What would we like to know about frogs?* Teacher writes ideas on large class chart.
- Ø **Text introduction.** Introduce the text, *Frogs* by Gail Gibbons and distribute copies of the text to each student. Ask: *What is the book about? Do you think this is a story about frogs or a book that will teach us about frogs? Can you find anything in the book that will help you to know if this is a story or a teaching book* (facts, labeled pictures, they look like real frogs, etc.)?
- Ø **Prewriting activity.** After having a class discussion using a K-W-L as a class graphic organizer, guide students to select one or more questions they would like to find out more about and write them into their "report template."
- Ø **Formative assessment.** Teacher observations during the K-W-L prewriting activity (e.g., notes on Hess Systematic Observation form: Which students generated a question about frogs or offered prior knowledge?)

### Days 2-4

- Ø **Focus:** Pre-assessment task completed over several days. (For specific instructions about prompting and scribing for students, see: "Guidelines for Administration: Writing Progress-Monitoring Performance Assessments," by Karin Hess.)
- Ø You will need approximately 2-3 class sessions for students to complete their reports after each shared reading of the book, *Frogs* by Gail Gibbons. Allow adequate time for selecting and organizing notes, drawing, and writing (days 2-4). The report template is set up so that one part of the book can be read together and discussed each day.
- Ø **Day 2:** shared reading about frog eggs with students selecting facts they learned and writing into their report.
- Ø **Day 3:** shared reading about tadpoles with students selecting facts they learned and writing into their report.
- Ø **Day 4:** shared reading to finish the book (frog enemies, what they eat, etc.) with students selecting facts they learned and writing into their report. You may need to break this section into parts as this section of the text is content rich. If you break this section into parts, begin the second day of reading at the page that begins with, "Frogs have enemies." The final prompt is used to frame a closure statement: "Something I learned or what to know more about..."
- Ø **Formative assessment.** During each day's shared reading, the teacher continues to document on the Systematic Observation form, questions students ask and comprehension questions about key text details answered. Over the four days of class discussions, all students should be able to respond.

## Extension (optional)

### Part 1

- Ø **Focus: Determining importance from/in informational texts.** This is a 1-2 day lesson.
- Ø **Read aloud.** Read an informational text aloud. Identify topic of text and main idea. Use a chart to list important details that students can recall.
- Ø **Independent writing.** Students write what they learned using the shorter template and prompt, "Today I read a book about \_\_\_\_\_. This is what I learned."
- Ø **Formative assessment.** Teacher documents observations during guided reading.

### Part 2

- Ø **Focus: Application to other informational texts.** Apply lessons in days 1-3 (from final performance task, above) to other informational texts, gradually moving from more scaffolded reading to independent reading. Students will read texts at their independent reading level; students will not all read the same texts.

**Targeted instruction/small groups:** Model and practice each day with different texts during guided reading time, selecting from a range of informational texts appropriate to independent reading levels. Using oral language to elicit background knowledge and develop understanding of each text. Call attention to how informational texts are different from literary texts/stories.

**Optional: Tasks to assess science content understanding.** Can be written in science journal or on paper.

- Ø How does a frog change throughout the life cycle? Draw how the frogs changes and label the parts in your picture.
- Ø Write about the life of frogs. Draw pictures to tell more about your story.
- Ø How does a tadpole change as it becomes a frog? Draw and label pictures to show how.
- Ø How are the changes in a frog's body useful to the frog? Describe what the parts of a frog's body can do and how they are helpful.



GRADE **1** LITERACY: MY REPORT  
ABOUT FROGS  
UNIVERSAL DESIGN FOR  
LEARNING (UDL) PRINCIPLES

## Frogs and Toads ELA 1<sup>st</sup> Grade Common Core Learning Standards/ Universal Design for Learning

The goal of using Common Core Learning Standards (CCLS) is to provide the highest academic standards to all of our students. Universal Design for Learning (UDL) is a set of principles that provides teachers with a structure to develop their instruction to meet the needs of a diversity of learners. UDL is a research-based framework that suggests each student learns in a unique manner. A one-size-fits-all approach is not effective to meet the diverse range of learners in our schools. By creating options for how instruction is presented, how students express their ideas, and how teachers can engage students in their learning, instruction can be customized and adjusted to meet individual student needs. In this manner, we can support our students to succeed in the CCLS.

Below are some ideas of how this Common Core Task is aligned with the three principles of UDL; providing options in representation, action/expression, and engagement. As UDL calls for multiple options, the possible list is endless. Please use this as a starting point. Think about your own group of students and assess whether these are options you can use.

**REPRESENTATION:** *The “what” of learning.* How does the task present information and content in different ways? How students gather facts and categorize what they see, hear, and read. How are they identifying letters, words, or an author's style?

*In this task, teachers can...*

- ü **Promote understanding of vocabulary** by embedding visual, non-linguistic picture supports for key words and concepts such as *frog, toad, amphibian*, as well as *same and different*.

**ACTION/EXPRESSION:** *The “how” of learning.* How does the task differentiate the ways that students can express what they know? How do they plan and perform tasks? How do students organize and express their ideas?

*In this task, teachers can...*

- ü **Facilitate managing information and resources** by providing graphic organizers and templates for taking notes and organizing information to compare and contrast facts about frogs and toads.

**ENGAGEMENT:** *The “why” of learning.* How does the task stimulate interest and motivation for learning? How do students get engaged? How are they challenged, excited, or interested?

ü *In this task, teachers can...*

**Provide prompts, reminders, guides, rubrics, checklists that focus on elevating the frequency of self-reflection and self-reinforcement** by using simple detailed checklists with pictures for organizing and editing writing tasks.

Visit <http://schools.nyc.gov/Academics/CommonCoreLibrary/default.htm> to learn more information about UDL.



## GRADE **1** LITERACY: MY REPORT ABOUT FROGS RUBRIC



## CCSS Writing Standard #2: Compose Informative/Explanatory Writing K-3

Students compose informational texts by organizing and conveying information and ideas accurately and effectively.

| CCSS Language & Writing Criteria  | Novice   | Apprentice  | Practitioner   | Expert  |
|---|--|---|--|---|
| <b>Purpose</b> <ul style="list-style-type: none"> <li>Context – topic, question(s) to be answered</li> <li>Focus/Controlling Idea</li> <li>Evidence of gathered information or understanding something about the topic</li> </ul>   | <p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Attempts to identify a topic but lacks a focus or may have more than one topic or confusing topic as stated</p> | <p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Has topic and attempts a focus/information, but focus may shift or not be relevant to the topic chosen</p>   | <p><i>Uses a combination of drawing, dictation, &amp; writing (K) to compose</i></p> <p><i>Topic (context) and focus/controlling idea are clearly stated (gr K-3)</i></p>  | <p>Uses a combination of drawing, dictation, &amp; writing (K) to compose</p> <p>Explains something more about the topic OR a connection is made between topic &amp; broader idea(s)</p> <p>Clearly presents the topic and focus/controlling idea</p> |
| <b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Appropriate organizational patterns</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect)</li> <li>May have headings, numbering, bullets to group ideas</li> </ul>               | <p>Attempts introduction, body, and conclusion, but one or more parts are missing</p>  | <p>Introduction, body, and conclusion are evident, but may lack clarity or coherence (e.g., attempts to connect ideas, but may not be logical or make sense)</p>  | <p><i>Has overall coherence (K-3); Provides a concluding statement or section (gr, 1, 2, 3)</i></p> <p><i>Groups related ideas (gr3) that support the focus</i></p> <p><i>Uses transitions to connect ideas (gr3)</i></p>                                    | <p>Intro, body, and conclusion support focus</p> <p>Uses several transitions appropriately (e.g., because, since, and, but, also, for example, since) to connect or group ideas</p>   |
| <b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Naming</li> <li>Describing, defining</li> <li>Explaining</li> <li>Comparing</li> <li>Examples, facts, citations</li> <li>Sensory and concrete details supporting topic</li> <li>Analogies</li> <li>Illustrations, graphics</li> </ul> | <p>No details provided or attempts to add details to drawings or writing which may be random, inaccurate, or irrelevant</p>  | <p>Some elaboration strategies are evident in drawings or writing (gr K-3), or with support/questioning from peers or adults (gr K -1)</p> <p>Ideas may not be fully elaborated or details may be insufficient to support topic</p> | <p><i>Some authentic details, definitions, facts, text evidence support focus</i></p> <p><i>Adds labels or captions to illustration, drawing, visuals, charts/tables, or diagram to enhance details, facts, and ideas</i></p>                                | <p>Has a depth of information; insightful</p> <p>Elaborates using a variety of relevant details, definitions, examples, quotes, text evidence to support focus/concepts</p>   |
| <b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Knowledgeable person</li> <li>Vocabulary – Precise language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>   | <p>Generally uses basic, incorrect, or below grade level vocabulary when dictating (K) or writing</p> <p>Uses adult/peer feedback to revise</p>  | <p>Vocabulary use has minor errors</p> <p>Dictates, writes, and expands simple complete sentences</p> <p>Uses adult/peer feedback to revise</p>   | <p><i>Produces complete simple (K), compound (g, 1- 3), complex (gr3) sentences</i></p> <p><i>Appropriate use of vocabulary (nouns, plurals, verbs, pronouns, adjectives, adverb, content-specific)</i></p> <p><i>Uses adult/peer feedback to revise</i></p> | <p>Maintains voice/tone of knowledgeable person conveying information – knows when to use formal-informal language</p> <p>Uses effective, precise vocabulary and variety of sentence structures</p>   |
| <b>Conventions of Standard English</b> <ul style="list-style-type: none"> <li>Grammar</li> <li>Usage</li> <li>Mechanics (capitalization, punctuation, spelling)</li> </ul>  | <p>Edits with support from peers or adults (gr 2-3)</p> <p>Uses below grade-level <u>basic</u> mechanics with frequent errors</p>  | <p>Edits with support from peers or adults (gr 2-3)</p> <p>Uses grade-appropriate <u>basic</u> mechanics and word use with some errors</p>  | <p><i>Edits with support /resources (gr 2-3)</i></p> <p><i>Minor errors do not interfere with reader understanding (e.g., capitalization, punctuation; spelling)</i></p>   | <p>Edits with support /resources</p> <p>Has few or no errors in grammar, word usage, or mechanics as appropriate to grade</p>   |

**NOTE: Anchor papers illustrate how descriptors for each performance level are evidenced at each grade.**

**Working Drafts of ELA rubrics for assessing CCSS writing standards** --- © (2010) Karin Hess, National Center for Assessment [[khess@nceia.org](mailto:khess@nceia.org)] using several sources: CCSS for writing; *Learning Progressions Framework for ELA* (Hess, 2011); the VT analytic writing rubrics; Biggam & Iterly, *Literacy Profiles*; Hill, *Developmental Continuum*; *Exemplars Young Writers* rubrics; and input from NYC K-5 performance assessment pilot Assessment Development Leaders



## GRADE 1 LITERACY: MY REPORT ABOUT FROGS ANNOTATED STUDENT WORK

This section contains annotated student work at a range of score points, student summaries, and implications for instruction for each performance level. The annotated student work and student summaries demonstrate performance at different levels and show examples of student understandings and misunderstandings of the task that can be used with the implications for instruction to understand how to move students to the next performance level.

In piloting the assessment task, we were not able to get the full range of student work at all performance levels. The student work here only includes student work at the Novice, Apprentice and Practitioner levels. As we collect more student work, we will update this section to show student performance at all levels.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student A - Practitioner

My Report about frogs



By, G1-I-003

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student A - Practitioner

These are my questions about frogs.

How do frogs get their  
color?

When do frogs sleep

**Conventions:** Although these are written as questions, the student uses a period at the end, rather than a question mark.

I will read a book to find the answers. Then I will write about what I learned.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student A - Practitioner

Things I learned about frogs eggs.



**Details/Elaboration:** Illustrations are clearly labeled to identify specific details.

**Purpose:**

Although the topic for this page is "frog eggs", the student refers to just the frog.

Frog frog get hot they bite  
frog eggs do not have shells.

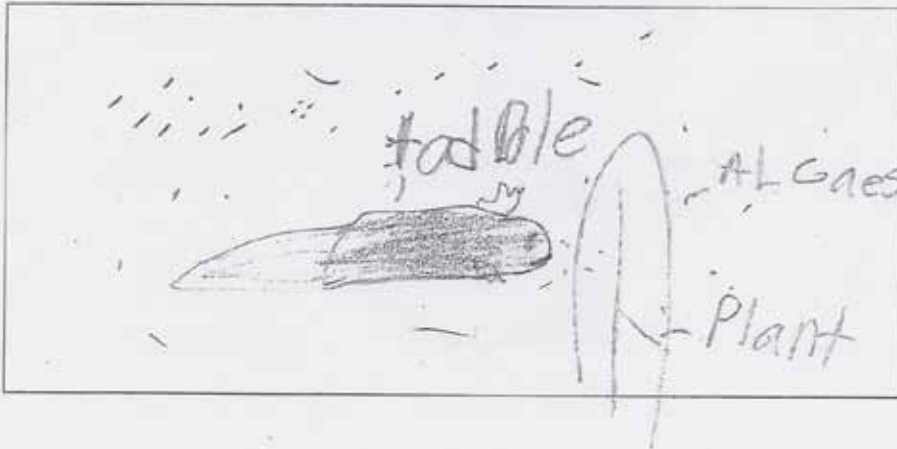
**Details/Elaboration:** The student elaborates by clearly summarizing what happens to the frog eggs when together and when apart.

When frogs eggs are  
together animals can't eat  
them But when they break apart  
they can get eaten.



Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student A - Practitioner

Things I learned about tadpoles.



**Voice and Tone:**

The student appropriately uses domain specific terms including algae, tadpole, and frog eggs.

I Learned that tadpoles  
eat ALGAE when they  
are two months they still  
eat ALGAE.  
I Learned that the tadpole  
have front feet and back  
feet.

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**Voice and Tone:** The student paraphrases several sentences within the text. (Text: "The tadpoles get bigger. Now they have hind legs. Behind their head bulges appear where their front legs are growing.")

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student A - Practitioner

This is the most interesting thing I learned about frogs or something that I want to know more about.

**Organization:** The student has a grade-appropriate closure to the writing piece for the given prompt.

I want to learn  
more about tadpoles

Because they are  
the interesting thing

**Organization:**  
Appropriate use  
of the transition  
"because"  
connects the idea  
of learning about  
tadpoles and  
why.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student A - Practitioner

I woned to see.

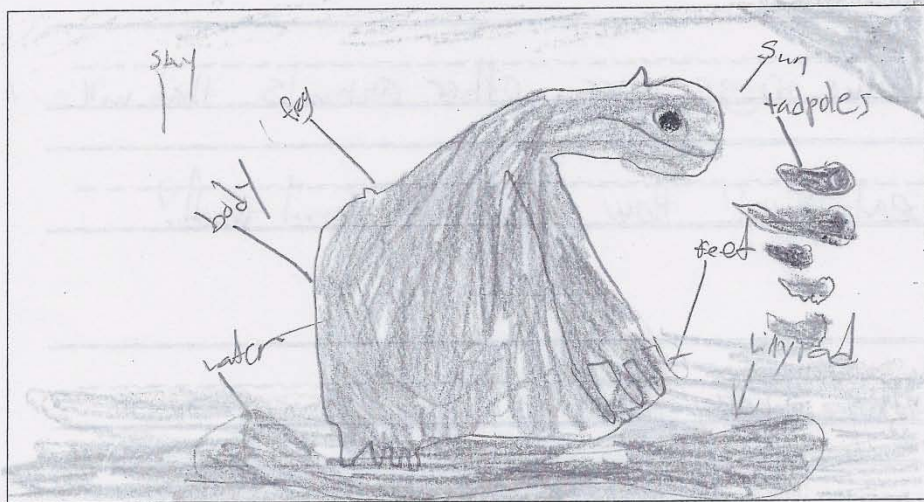


Annotations are based on analytical scoring, which means scoring each criterion separately. Analytical scoring supports the teacher in being able to focus feedback to students and target next steps for instruction. Analytical feedback for each criterion also helps students to see their areas of strength and where they need to make revisions. The writing analyzed through these annotations is indicative of a student *generally* performing at a Practitioner level.

| CCLS Language & Writing   | Evidence   | Instructional next steps<br>To meet CCR Standards, this student needs to:   |
|---|--|---|
| <b>Purpose</b> <ul style="list-style-type: none"> <li>Context – topic, question(s) to be answered</li> <li>Focus/Controlling Idea</li> <li>Evidence of gathered information or understanding something about the topic</li> </ul>   | <b>Score: Practitioner</b> <ul style="list-style-type: none"> <li>The topic identified at the top of each page clearly relates to the factual information presented; although in one instance, when identifying information about frog eggs, the student’s sentence identifies “frog” rather than “frog eggs”.</li> </ul>  | <ul style="list-style-type: none"> <li>Orally read own writing to a peer to listen for areas that need more clarity or editing.</li> <li>Develop consistent focus during peers reviewing each others’ work, checking to see if facts match stated topics.</li> </ul>  |
| <b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Appropriate organizational patterns</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect) <ul style="list-style-type: none"> <li>May have headings, numbering, bullets to group ideas</li> </ul> </li> </ul>               | <b>Score: Practitioner</b> <ul style="list-style-type: none"> <li>Clear coherence and organization of the information is apparent.</li> <li>Sentences include appropriate transitions to connect ideas (e.g., but, because, if).</li> </ul>  | <b>NOTE:</b> The task scaffolds the organization for students – topic at top of page and prompt for closure, thus the majority of the student writing has overall cohesion. <ul style="list-style-type: none"> <li>Gradually over time, scaffolding is slowly removed to ensure that students are able to independently organize their ideas and details. This would be done with shorter and then longer pieces of writing.</li> </ul> |
| <b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Naming</li> <li>Describing, defining</li> <li>Explaining</li> <li>Comparing</li> <li>Examples, facts, citations <ul style="list-style-type: none"> <li>Sensory and concrete details supporting topic</li> <li>Analogies</li> <li>Illustrations, graphics</li> </ul> </li> </ul> | <b>Score: Practitioner</b> <ul style="list-style-type: none"> <li>The student includes illustrations with labels to identify specific details, a feature of informational texts.</li> <li>The illustrations are supported by the written text.</li> <li>Some elaboration strategies are included. For example, the student fully explains what happens to the eggs if they are together and if they are apart. However, in another instance, the student identifies two other facts, that are not connected and are not elaborated on (e.g., if frog get hot they die and frog eggs don’t have shells).</li> </ul> | <ul style="list-style-type: none"> <li>Practice use of elaboration for ideas by adding more details or words that describe (colors, shapes, sizes, sounds, etc.).</li> <li>Locate mentor texts with labeled illustrations as examples for own writing.</li> </ul>   |
| <b>Voice and Tone</b> <ul style="list-style-type: none"> <li>Knowledgeable person</li> <li>Vocabulary – Precise language</li> <li>Sentence structure</li> <li>Sentence variety</li> </ul>   | <b>Score: Practitioner</b> <ul style="list-style-type: none"> <li>The student is able to paraphrase and summarize information using own vocabulary and sentence structure, rather than copying specific sentences directly from the text.</li> <li>Domain –specific terms are used appropriately (algae, tadpole, frog eggs).</li> </ul>   | <ul style="list-style-type: none"> <li>Practice grouping two similar ideas from a list of different ideas and combining the two similar ideas into one compound sentence (using “and”).</li> <li>Practice grouping related ideas from a list of different ideas and combining the two into a complex sentence (connecting clauses with “but” or “because”) to show relationships such as cause-effect.</li> </ul>                       |

|   |  |   |
|---|--|---|
| <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Usage</li> <li>• Mechanics (capitalization, punctuation, spelling)</li> </ul> | <p><b>Score: Apprentice</b></p> <ul style="list-style-type: none"> <li>• Grade level conventions are used by this student, including phonetic and conventional spelling (e.g., “thaer”/”their”; “thay”).</li> <li>• Most sentences end with periods and begin with capital letters.</li> <li>• Errors in spelling and conventions (e.g., capital letters used for words within sentence) are noted, but do not interfere with overall reader understanding.</li> </ul> | <ul style="list-style-type: none"> <li>• Although this student posed questions appropriately (e.g., “How do frogs get thaer color.”) a period was used in place of a question mark. Have the student distinguish between statements and questions and identify the punctuation associated with each.</li> <li>• Sentences do not consistently have articles and noun-verb agreement (e.g., “If frog get hot...”). Use oral editing to assist students with understanding complete sentences and noun-verb agreement, asking, “Does this sound right? Is there a word missing?”</li> </ul> |
|---|--|---|

My Report about frogs



By G1-I-004

These are my questions about frogs.

**Voice and Tone:** Appropriate beginning for questions, but questions are incomplete and lack precise language.

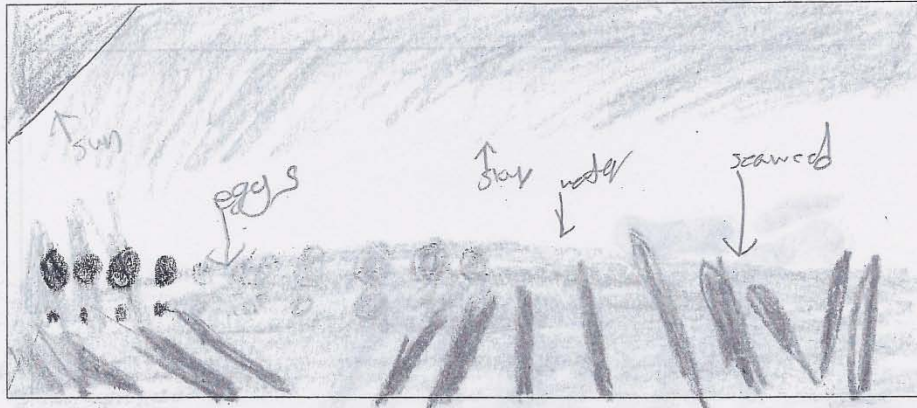
1. How frogs see other animals that will eat him? How could I find food?

2. Why frogs have to grow.  
Are there many frogs.

**Conventions:** Inconsistent use of ending punctuation.

I will read a book to find the answers. Then I will write about what I learned.

Things I learned about frog eggs



**Details/Elaboration:**

Illustrations include labels and specific details.

**Details/Elaboration:**

Use of comparison strategy to elaborate.

1. The eggs are slippery like Jello.

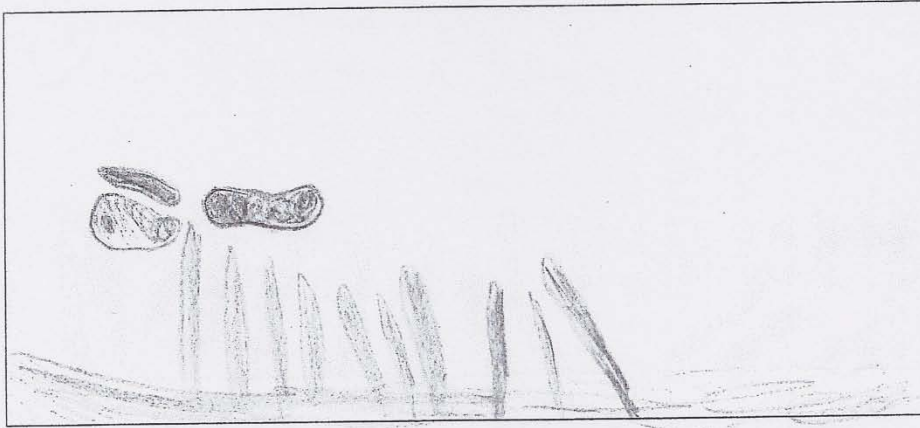
Frogs lay their eggs in water or wet places

2. Not all the eggs will survive.

They are inside jellylike coverings.

**Purpose:** Factual information is related to the topic with some authentic sentences and some copied sentences.

Things I learned about tadpoles.



**Organization:** Facts are organized under the appropriate topic, but transitions would help to further develop the writing.

tadpoles are one month old. Their outside

gills have disappeared. New gills

the tadpoles breathe by getting air from

the water. through feathery outside gills



This is the most interesting thing I learned about frogs or something that I want to know more about.

Frogs are cold blooded.

Frogs that swim use their powerful hind legs and

and webbed feet to push them through

the water.

**Voice and Tone:** Sentences copied directly from the text.

On land, the frogs hop about. They use their very strong hind legs to leap.

Frogs go to lily pad to lily pad.

In the springtime, when the sun begins

to warm up the ground and pond's water,

the frogs come out of hibernation.

They are healthy and hungry.

An African bullfrog can be as big as a football.



Annotations are based on analytical scoring, which means scoring each criterion separately. Analytical scoring supports the teacher in being able to focus feedback to students and target next steps for instruction. Analytical feedback for each criterion also helps students to see their areas of strength and where they need to make revisions. The writing analyzed through these annotations is indicative of a student generally performing at an Apprentice level.

| CCLS Language & Writing   | Evidence   | Instructional next steps<br>To meet CCR Standards, this student needs to:  |
|---|--|--|
| <b>Purpose</b> <ul style="list-style-type: none"> <li>Context – topic, question(s) to be answered</li> <li>Focus/Controlling Idea</li> <li>Evidence of gathered information or understanding something about the topic</li> </ul>   | <b>Score: Apprentice</b> <ul style="list-style-type: none"> <li>The topic identified at the top of each page relates to the factual information presented; although some of the information is copied directly from the text.</li> </ul>   | <ul style="list-style-type: none"> <li>This student demonstrates an understanding of the context. This student might benefit from re-reading the text several times to develop a bulleted list of the information learned. This list could then be used to teach the student how to combine ideas to create authentic sentence about the topic.</li> </ul>   |
| <b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Appropriate organizational patterns</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect) <ul style="list-style-type: none"> <li>May have headings, numbering, bullets to group ideas</li> </ul> </li> </ul>               | <b>Score: Apprentice</b> <ul style="list-style-type: none"> <li>The facts are organized under the appropriate topic.</li> <li>The writing could benefit from further development and the use of transitions to connect original ideas.</li> </ul>  | <ul style="list-style-type: none"> <li>The task scaffolds the organization for students – topic at top of page and prompt for closure, thus the student writing had overall cohesion. Gradually over time, scaffolding is slowly removed to ensure that students are able to independently organize their ideas and details. This would be done with shorter and then longer pieces of writing.</li> <li>Assistance with combining related ideas into compound sentences using transitions (“and”).</li> </ul> |
| <b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Naming</li> <li>Describing, defining</li> <li>Explaining</li> <li>Comparing</li> <li>Examples, facts, citations <ul style="list-style-type: none"> <li>Sensory and concrete details supporting topic</li> <li>Analogies</li> <li>Illustrations, graphics</li> </ul> </li> </ul> | <b>Score: Apprentice</b> <ul style="list-style-type: none"> <li>The student includes illustrations with labels to identify specific details, a feature of informational texts.</li> <li>Some elaboration strategies are included. For example, the students makes a comparison to elaborate: the frog eggs are slippery like jello</li> <li>The majority of the sentences are copied from the text.</li> </ul> | <ul style="list-style-type: none"> <li>Practice use of elaboration for ideas by adding more details or words that describe (colors, shapes, sizes, sounds, etc.).</li> </ul>   |

|  |   |   |
|--|---|---|
| <p><b>Voice and Tone</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable person</li> <li>• Vocabulary – Precise language</li> <li>• Sentence structure</li> <li>• Sentence variety</li> </ul> | <p><b>Score: Apprentice</b></p> <ul style="list-style-type: none"> <li>• The student attempts to use a knowledgeable voice, however, many sentences are copied directly from the text. This is seen throughout the report, but is specifically noted in the section of the most interesting things learned about frogs.</li> <li>• The student uses appropriate starter words for questions (e.g., Are, Why, How) but the questions are incomplete lacking precise language, and therefore do not enhance meaning.</li> </ul> | <ul style="list-style-type: none"> <li>• Practice grouping two similar ideas from a list of different ideas and combining the two similar ideas into one compound sentence (using “and”)</li> <li>• Practice paraphrasing and summarizing information using own vocabulary and sentence structure, rather than copying specific sentences directly from the text.</li> <li>• Assisting the student to develop questions that include precise language would create a stronger voice and tone as well as appropriate structure. For example the student wrote the question: Why frogs have to grow. Having the student state their question while the number of words are identified with a blank would help the student write: <u>Why do tadpoles grow into frogs?</u></li> </ul> |
| <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Usage</li> <li>• Mechanics (capitalization, punctuation, spelling)</li> </ul>                  | <p><b>Score: Apprentice</b></p> <ul style="list-style-type: none"> <li>• Grade level conventions are used by this student, including phonetic and conventional spelling (e.g., “there”/ “their”).</li> <li>• Some sentences end with periods and begin with capital letters.</li> <li>• Errors in spelling and conventions (e.g., capital letters used for words within sentence) are noted, but do not interfere with overall reader understanding.</li> </ul>   | <ul style="list-style-type: none"> <li>• The ending punctuation is inconsistent (some question marks and some periods). Have the student distinguish between statements and questions and identify the punctuation associated with each.</li> <li>• Use oral editing to assist students with understanding complete sentences, asking, “does this sound right? Is there a word missing?”</li> </ul>   |

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student C – Apprentice

My Report about frogs



By.

G1-I-005

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student C – Apprentice

#005, page 2

These are my questions about frogs.

1. How they lay their  
eggs?

2. How they jump out of  
water?

I will read a book to find the answers. Then I will  
write about what I learned.

**Voice and Tone:** Appropriate  
beginning for questions, but  
questions are incomplete and  
lack precise language.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student C – Apprentice

#005, page 3

Things I learned about frog eggs.



**Details/Elaboration:**  
Illustrations include labels and some details.

**Details/Elaboration:** Use of describing strategy to elaborate.

Some of the egg are  
small and some are big.

The frog egg don't have  
shells.

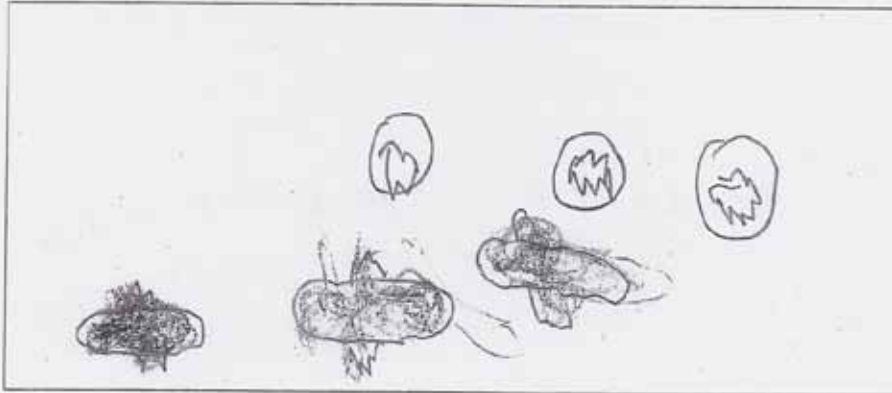
**Voice and Tone:**  
Sentences copied directly from the text.

**Conventions:** Inconsistent use of noun-verb agreement.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student C – Apprentice

#005, page 4

Things I learned about tadpoles.



One by one the  
tadpoles hatch.

they eat their own  
yolks.

**Organization:** The sequence of information within the section is incorrect.

**Purpose:** Factual information is related to the topic.

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Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student C – Apprentice

#005, page 5

This is the most interesting thing I learned about frogs or something that I want to know more about.

Frogs are cold in the  
the winter.

Frogs can jump ten  
times.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student C – Apprentice

#005, page 6

Frogs have teeth,  
skin and a tongue and eyes.  
Frogs don't hunt. They  
food.

*Conventions:* Incomplete sentence.



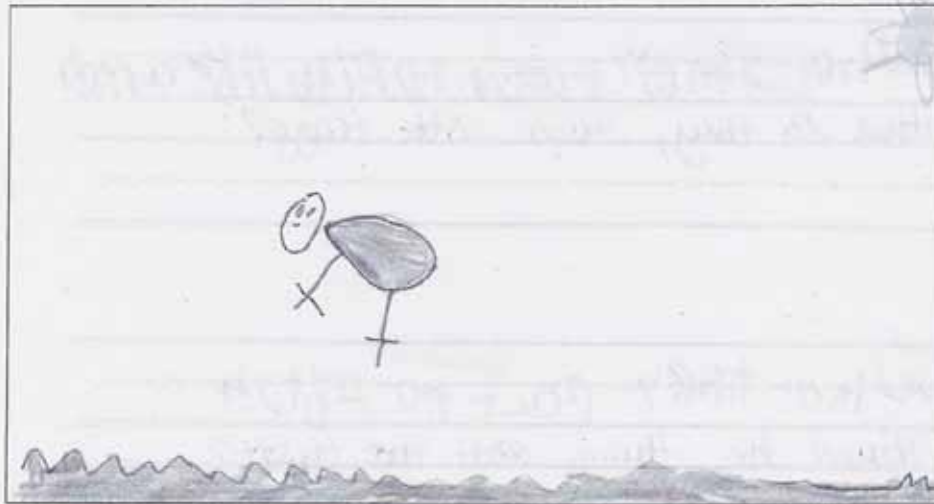
Annotations are based on analytical scoring, which means scoring each criterion separately. Analytical scoring supports the teacher in being able to focus feedback to students and target next steps for instruction. Analytical feedback for each criterion also helps students to see their areas of strength and where they need to make revisions. The writing analyzed through these annotations is indicative of a student *generally* performing at an Apprentice level.

| CCLS Language & Writing   | Evidence  | Instructional next steps<br>To meet CCR Standards, this student needs to:  |
|---|---|--|
| <b>Purpose</b> <ul style="list-style-type: none"> <li>Context – topic, question(s) to be answered</li> <li>Focus/Controlling Idea</li> <li>Evidence of gathered information or understanding something about the topic</li> </ul>   | <b>Score: Apprentice</b> <ul style="list-style-type: none"> <li>This student demonstrates an understanding of the context.</li> <li>The topic identified at the top of each page relates to the factual information presented; some of the information is paraphrased and some is copied from the text.</li> </ul>  | <ul style="list-style-type: none"> <li>Re-read the text several times orally and silently with a peer to develop a bulleted list of the information learned. This list could then be used to combine ideas to create authentic/paraphrased sentences about the topic.</li> </ul>   |
| <b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Appropriate organizational patterns</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect) <ul style="list-style-type: none"> <li>May have headings, numbering, bullets to group ideas</li> </ul> </li> </ul>               | <b>Score: Apprentice</b> <ul style="list-style-type: none"> <li>The facts are organized under the appropriate topic.</li> <li>The sequence of information within some sections is incorrect and somewhat disjointed (the tadpoles hatch and then they eat their yolk).</li> <li>The ideas within the body and closure are only partially formed (e.g., some sentences are incomplete).</li> <li>The writing could benefit from further development and the use of transitions to connect original ideas.</li> </ul> | <b>Note:</b> The task scaffolds the organization for students – topic at top of page and prompt for closure, thus the student writing had overall cohesion. <ul style="list-style-type: none"> <li>Gradually over time, scaffolding is slowly removed to ensure that students are able to independently organize their ideas and details. This would be done with shorter and then longer pieces of writing.</li> <li>Use an organizer or numbering for sequencing information may help with overall coherence in writing ideas under each section.</li> <li>Combine related ideas into compound sentences using transitions (“and”).</li> <li>Orally read sentences with a peer to be sure ideas are fully formed.</li> </ul> |
| <b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Naming</li> <li>Describing, defining</li> <li>Explaining</li> <li>Comparing</li> <li>Examples, facts, citations <ul style="list-style-type: none"> <li>Sensory and concrete details supporting topic</li> <li>Analogies</li> <li>Illustrations, graphics</li> </ul> </li> </ul> | <b>Score: Apprentice</b> <ul style="list-style-type: none"> <li>The student includes illustrations with some labels to identify specific details, a feature of informational texts.</li> <li>The size of the frog eggs are used as an elaboration strategy, but few other details or elaboration is used.</li> </ul>  | <ul style="list-style-type: none"> <li>Practice use of elaboration for ideas by adding more details or words that describe (colors, shapes, sizes, sounds, etc.).</li> </ul>   |

|  |   |  |
|--|---|--|
| <p><b>Voice and Tone</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable person</li> <li>• Vocabulary – Precise language</li> <li>• Sentence structure</li> <li>• Sentence variety</li> </ul> | <p><b>Score: Apprentice</b></p> <ul style="list-style-type: none"> <li>• The student uses some paraphrasing to demonstrate a knowledgeable voice and tone; however, other sentences are copied directly from the text.</li> <li>• The student uses an appropriate starter words for the questions (How). The questions are incomplete and both questions lack precise language (“they” used instead of “frogs.”)</li> </ul> | <ul style="list-style-type: none"> <li>• Practice grouping two similar ideas from a list of different ideas and combining the two similar ideas into one compound sentence (using “and”)</li> <li>• Practice paraphrasing and summarizing information using own vocabulary and sentence structure, rather than copying specific sentences directly from the text.</li> <li>• Develop questions that include precise language to create a stronger voice and tone as well as appropriate sentence structure. (For example the student wrote the question: “How they lay their eggs?”) Having the student ask questions orally (when given different starter words – how, why, etc.) while writing each word in the sentence would help the student write: <u>How do frogs lay their eggs?</u> Or <u>Where do frogs lay their eggs?</u></li> </ul> |
| <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Usage</li> <li>• Mechanics (capitalization, punctuation, spelling)</li> </ul>                  | <p><b>Score: Apprentice</b></p> <ul style="list-style-type: none"> <li>• Grade level spelling conventions are used by this student.</li> <li>• Some sentences end with periods and begin with capital letters.</li> <li>• There is some inconsistent use noun-verb agreement (e.g., “some of the egg are ...”).</li> <li>• Some sentences are incomplete.</li> </ul>  | <ul style="list-style-type: none"> <li>• Use oral editing to understand/hear complete sentences. (Ask, “does this sound right? Is there a word missing?”)</li> </ul>   |

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student D – Apprentice/Novice

My Report about FROGS



By\_ G1-I-001

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student D – Apprentice/Novice

These are my questions about FROGS.

~~Who - they FORN TO FIT like a frog~~  
How do they turn into frogs?

**Conventions:** Errors in mechanics interfere with the reader's understanding.

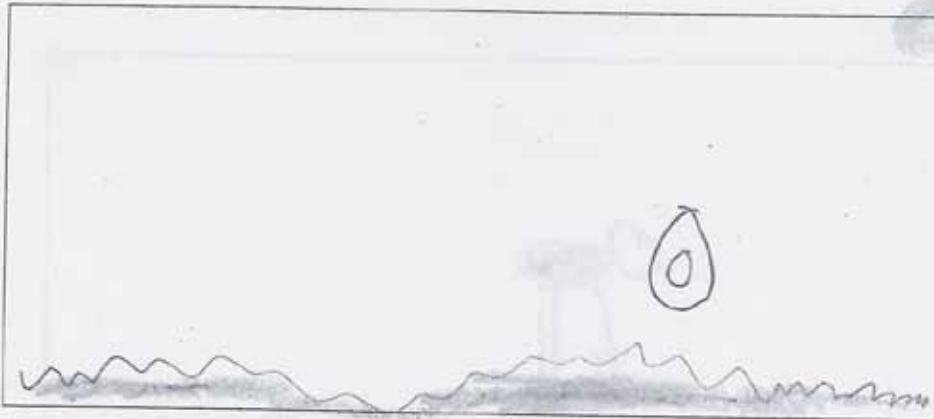
~~Who - they eat TO FIT~~  
How do they eat too fast?

I will read a book to find the answers. Then I will write about what I learned.

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Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student D – Apprentice/Novice

Things I learned about Frogs eggs.



**Organization:** The organization is basic and lacks transitions to connect ideas and add coherence.

~~Some time~~ ~~Frogs eggs~~ ~~got eat~~

~~by the fish~~ ~~got eat~~

by the fish.

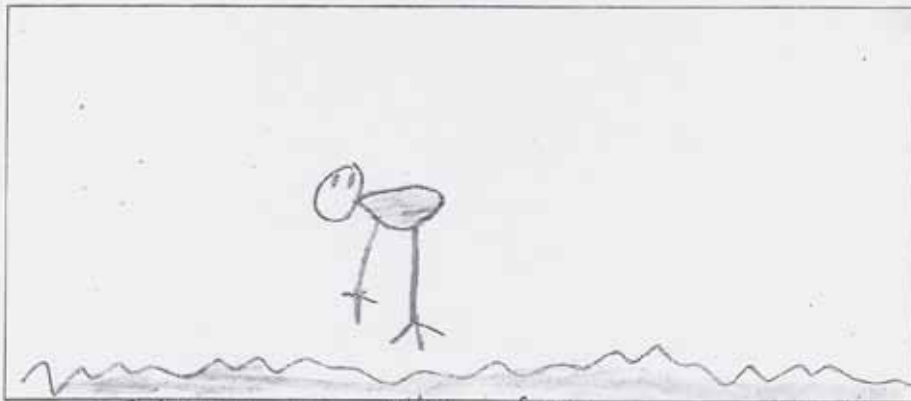
~~The~~ ~~Frogs~~ ~~eggs~~ ~~gets~~ ~~warm~~

warm.

**Voice and Tone:** The vocabulary and sentence structure is choppy and does not enhance meaning.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student D – Apprentice/Novice

Things I learned about tadpoles.



**Details/Elaboration:**  
Illustrations lack labels and specific details.

Tadpoles is, little frogs mouth.  
tadpoles is little. Frogs make  
- tadpoles is then there use their mouth  
to eat.  
Tadpoles is when they use their  
mouth to eat.

tadpoles eat with their mouth  
Tadpoles eat through their mouth.

**Purpose:** Information about tadpoles ("they eat with their mouths") shifts from what was stated in the text (e.g., have gills, swim, grow legs, eat plants) to prior knowledge only.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student D – Apprentice/Novice

This is the most interesting thing I learned about frogs or something that I want to know more about.

**Voice and Tone:** Scribing provides enough information to determine that the student is able to use basic grammar and compose simple sentences.

The best was The Frogs Jump

~~RAY WAY~~

really high

~~FROGS dig in the ground to sleep~~

Frogs dig in the ground to sleep

Annotations are based on analytical scoring, which means scoring each criterion separately. Analytical scoring supports the teacher in being able to focus feedback to students and target next steps for instruction. Analytical feedback for each criterion also helps students to see their areas of strength and where they need to make revisions. The writing analyzed through these annotations is indicative of a student *generally performing between* Apprentice - Novice levels.

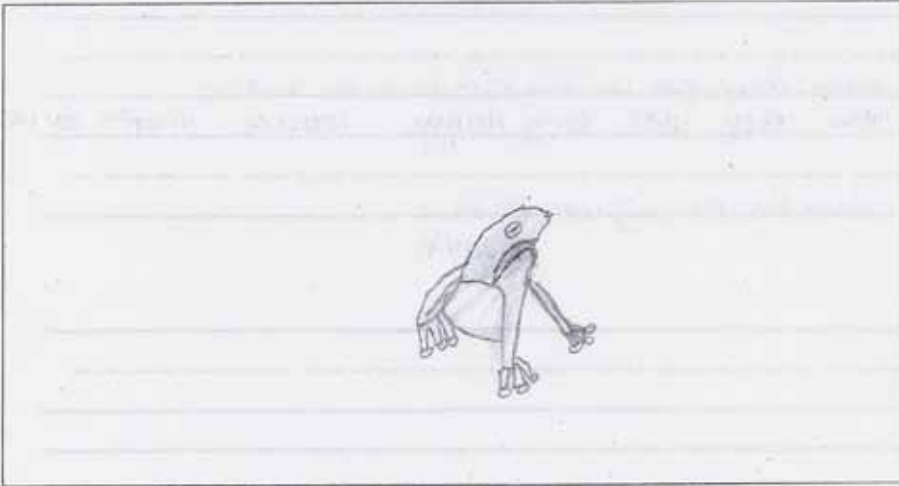
| CCLS Language & Writing   | Evidence   | Instructional next steps<br>To meet CCR Standards, this student needs to:   |
|---|--|---|
| <b>Purpose</b> <ul style="list-style-type: none"> <li>Context – topic, question(s) to be answered</li> <li>Focus/Controlling Idea</li> <li>Evidence of gathered information or understanding something about the topic</li> </ul>   | <b>Score: Apprentice</b> <ul style="list-style-type: none"> <li>The topic identified generally relates to the factual information presented; however, the information in the writing is somewhat unclear. For example, when prompted to write a question about frogs, the question recorded was: How do they turn into frogs?</li> <li>Information about tadpoles (“they eat with their mouths”) is repeated and based on student prior knowledge, rather than on what was stated in the text about tadpoles (e.g., have gills, swim, grow legs, eat plants).</li> </ul> | <ul style="list-style-type: none"> <li>Orally read own writing to a scribe. The scribe writes dictated sentences for the student to copy onto sentence strips and read back, thus reinforcing both oral editing and oral reading.</li> <li>Re-read the text several times with a partner to locate details to include facts that are relevant to focus/controlling idea.</li> </ul>   |
| <b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Appropriate organizational patterns</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect) <ul style="list-style-type: none"> <li>May have headings, numbering, bullets to group ideas</li> </ul> </li> </ul>               | <b>Score: Apprentice</b> <ul style="list-style-type: none"> <li>The organization is basic and lacks transitions to connect ideas.</li> </ul>   | <b>Note:</b> The task scaffolds the organization for students – topic at top of page and prompt for closure, thus the student writing has overall cohesion. <ul style="list-style-type: none"> <li>Gradually over time, scaffolding is slowly removed to ensure that students are able to independently organize their ideas and details. This would be done with shorter and then longer pieces of writing.</li> </ul>   |
| <b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Naming</li> <li>Describing, defining</li> <li>Explaining</li> <li>Comparing</li> <li>Examples, facts, citations <ul style="list-style-type: none"> <li>Sensory and concrete details supporting topic</li> <li>Analogies</li> <li>Illustrations, graphics</li> </ul> </li> </ul> | <b>Score: Novice</b> <ul style="list-style-type: none"> <li>The student includes illustrations; however the illustrations do not include labels or details and the connection to the written text is unclear. The frog illustration on the cover is the same as the tadpole illustration. Both are inaccurate, showing two legs.</li> <li>The student attempts to add details to the writing, but what is written is insufficient or too unclear to support the focus. Some information is unclear even as stated/dictated.</li> </ul>                                   | <b>Note:</b> This student would benefit from understanding the purpose of details in informational text (e.g., how details help the reader make a picture in his mind) and how they are used when writing informational text (e.g., labeling illustrations, explaining ideas, etc.) <ul style="list-style-type: none"> <li>Practice use of elaboration for ideas by adding more details or words that describe (colors, shapes, sizes, sounds, etc.).</li> <li>Locate mentor texts with labeled illustrations as examples for own writing.</li> </ul> |



|  |  |  |
|--|--|--|
| <p><b>Voice and Tone</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable person</li> <li>• Vocabulary – Precise language</li> <li>• Sentence structure</li> <li>• Sentence variety</li> </ul> | <p><b>Score: Apprentice (weak)</b></p> <ul style="list-style-type: none"> <li>• Although the writing was scribed, there is enough information to determine that the student is able to use basic grammar (Novice) and compose simple sentences (Apprentice).</li> <li>• The vocabulary and sentence structure is choppy and does not enhance meaning.</li> <li>• The student uses text illustrations to make sense/ create statements about frogs. For example, the student identifies that frog eggs get eaten by fish. This is not directly stated in the book, but is seen in the text illustration.</li> </ul> | <ul style="list-style-type: none"> <li>• Develop sentences that include precise language in order to clarify understanding as well as to develop sentence structure. For example, the student wrote: The frogs eggs gots warm. Assisting the student to develop the sentence and the details would create a stronger voice and tone for the informational writing.</li> <li>• In addition, the student writes “who” for “how” based on the scribing. The student would also benefit from knowing different words for starting a question, as well as understanding the phonemic sounds found in these words</li> </ul> |
| <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Usage</li> <li>• Mechanics (capitalization, punctuation, spelling)</li> </ul>                  | <p><b>Score: Novice</b></p> <ul style="list-style-type: none"> <li>• Errors in mechanics interfere with the reader’s understanding.</li> <li>• Teacher scribing helps to show that the student is able to form complete sentences and use basic grammar.</li> </ul>  | <ul style="list-style-type: none"> <li>• This student posed questions appropriately (e.g., “How do they turn into frogs.”) but used a period in place of a question mark. Have the student match statements and questions with the correct punctuation.</li> <li>• Have the student practice peer editing for basic punctuation (capitals and periods/question marks) and spelling support.</li> </ul>   |

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student E – Novice

My Report about Frogs eggs



By. G1-I-002

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student E – Novice

These are my questions about Frogs.

~~How they get long tugs like that for eating.~~  
How they get long tungs 'cause that's for eating.

How do Frogs Jump How -  
high

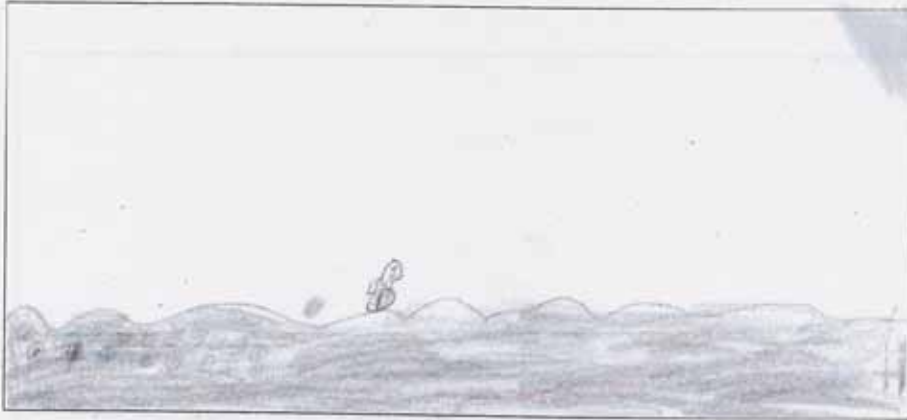
**Conventions:** Errors in grammar and usage interfere with the reader's understanding and create a choppy message.

**Conventions:** Errors in mechanics interfere with the reader's understanding.

I will read a book to find the answers. Then I will write about what I learned.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student E – Novice

Things I learned about Frgs eggs.



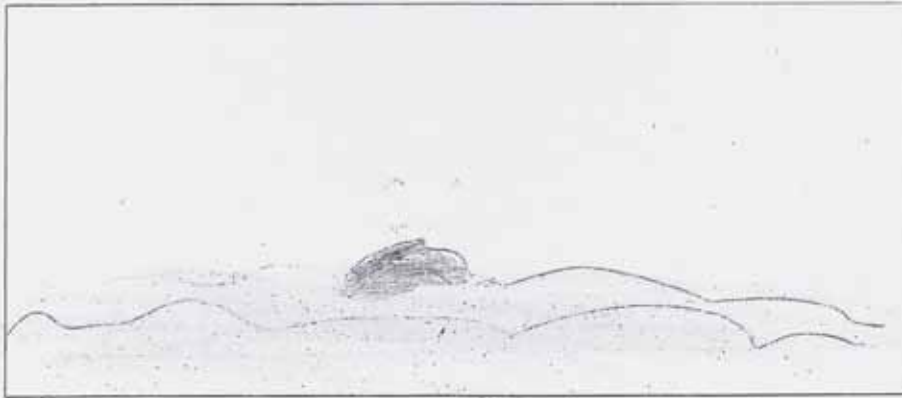
**Details/Elaboration:** Illustrations lack labels and specific details.

1 I find up Rat eggs + lay back in the water.  
I learned about eggs they hatch in the water.  
When they do they never be all here  
When they die they never be alive.

**Details/Elaboration:** Generic and/or unclear information, as written by both the student and scribe.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student E – Novice

Things I learned about tadpoles.



**Voice and Tone:**

Vocabulary use is below grade level and even simple sentences are not often evident.

I learned about tadpoles they got big!  
I learned about tadpoles they got big legs  
they hop with their legs as they fly  
they hop with their legs they play.

**Purpose:** Although related to the topic, the information is not factual.

they hop on lily pads they sleep on lily pads  
They hop on lily pads, they sleep on lily pads.  
When they get bigger they go into the water  
they do go down the water the End

**Organization:** Information is unclear making the message choppy.

Grade 1 Literacy: My Report about Frogs  
Annotated Student Work: Student E – Novice

This is the most interesting thing I learned about frogs or something that I want to know more about.

I led About Frogs they have ~~stuck~~ legs  
sticky  
that help they sink down water  
them swim down water.

Annotations are based on analytical scoring, which means scoring each criterion separately. Analytical scoring supports the teacher in being able to focus feedback to students and target next steps for instruction. Analytical feedback for each criterion also helps students to see their areas of strength and where they need to make revisions. The writing analyzed through these annotations is indicative of a student *generally* performing at a Novice level.

| CCLS Language & Writing   | Evidence   | Instructional next steps<br>To meet CCR Standards, this student needs to:   |
|---|--|---|
| <b>Purpose</b> <ul style="list-style-type: none"> <li>Context – topic, question(s) to be answered</li> <li>Focus/Controlling Idea</li> <li>Evidence of gathered information or understanding something about the topic</li> </ul>   | <b>Score: Novice</b> <ul style="list-style-type: none"> <li>The topic identified is somewhat related to the information presented. However, much of the information is not factual. For example when writing about tadpoles, the student writes, “They hop with their legs they play.”</li> </ul>  | <ul style="list-style-type: none"> <li>Re-read the text several times orally with scaffolding (e.g., paired reading) to locate factual details that are relevant to the focus/controlling idea.</li> <li>Practice identifying differences between factual information and information from the student’s imagination or from literary texts (e.g., <i>Frog and Toad’s Big Ride</i>).</li> </ul>   |
| <b>Organization</b> <ul style="list-style-type: none"> <li>Overall coherence</li> <li>Appropriate organizational patterns</li> <li>Transitions connect ideas (e.g., compare-contrast, description, cause-effect) <ul style="list-style-type: none"> <li>May have headings, numbering, bullets to group ideas</li> </ul> </li> </ul>               | <b>Score: Novice</b> <ul style="list-style-type: none"> <li>The information is not always clearly stated or may be unrelated to the text, which creates a choppy overall message, lacking coherence.</li> </ul>  | <b>Note:</b> The task scaffolds the organization for students – topic at top of page and prompt for closure, thus the student writing is supported in having overall cohesion (which it does not). <ul style="list-style-type: none"> <li>Write shorter texts with a tighter focus and fact base.</li> <li>Gradually over time, scaffolding is slowly removed to ensure that students are able to independently organize their ideas and details.</li> </ul>  |
| <b>Details/Elaboration</b> <ul style="list-style-type: none"> <li>Naming</li> <li>Describing, defining</li> <li>Explaining</li> <li>Comparing</li> <li>Examples, facts, citations <ul style="list-style-type: none"> <li>Sensory and concrete details supporting topic</li> <li>Analogies</li> <li>Illustrations, graphics</li> </ul> </li> </ul> | <b>Score: Novice</b> <ul style="list-style-type: none"> <li>The student includes some illustrations; however they do not include labels or details and connections to the written text are unclear.</li> <li>The student attempts to add details to the writing, but what is written is generic or too unclear to support the focus (e.g., “When they die they never be alive.”).</li> </ul> | <ul style="list-style-type: none"> <li>Use mentor texts with labeled illustrations as examples for own writing – first to copy/duplicate and then to create own illustrations.</li> <li>Add prepared labels to illustrations to practice making connections between text words and text illustrations. For example, place several labels on the correct body parts of the frog.</li> <li>Practice writing sentences using details that are located in the text.</li> <li>Use a frame for writing that has the student find and add one or two more details/ words to a sentence that describes (adding colors, shapes, sizes, sounds, etc.).</li> </ul> |

|  |   |   |
|--|---|---|
| <p><b>Voice and Tone</b></p> <ul style="list-style-type: none"> <li>• Knowledgeable person</li> <li>• Vocabulary – Precise language</li> <li>• Sentence structure</li> <li>• Sentence variety</li> </ul> | <p><b>Score: Novice</b></p> <ul style="list-style-type: none"> <li>• As seen through both the student writing and scribing, the sentences are poorly formed and disjointed. There is enough information from the scribing to determine that the student struggles with composing simple sentences (“I learned about tadpoles they got big legs.”).</li> <li>• The use of vocabulary is below grade level.</li> <li>• The student uses an appropriate question word: “How”.</li> </ul> | <ul style="list-style-type: none"> <li>• Use word cards with nouns and verbs to develop complete sentences that clarify understanding. For example, the student wrote: “When they die they never be alive.”</li> <li>• Provide question words (who, what, where, why, how) to help the student developing own questions.</li> <li>• Encourage the student to express curiosity about texts read, viewed, and read aloud and scribe questions for the student to read back own ideas.</li> </ul> |
| <p><b>Conventions of Standard English</b></p> <ul style="list-style-type: none"> <li>• Grammar</li> <li>• Usage</li> <li>• Mechanics (capitalization, punctuation, spelling)</li> </ul>                  | <p><b>Score: Novice</b></p> <ul style="list-style-type: none"> <li>• Teacher scribing helps to show that the student is able to form parts but not complete sentences and use some basic grammar. Even with the scribing, the grammar, word usage, and sentence forming are weak.</li> </ul>  | <ul style="list-style-type: none"> <li>• This student posed some questions appropriately (e.g., “How do frogs jump high.”) but used a period in place of a question mark. Have the student listen to and practice matching statements and questions with the correct punctuation.</li> </ul>  |





## GRADE 1 LITERACY: MY REPORT ABOUT FROGS INSTRUCTIONAL SUPPORTS

The instructional supports on the following pages include a unit outline with formative assessments and suggested learning activities. Teachers may use this unit outline as it is described, integrate parts of it into a currently existing curriculum unit, or use it as a model or checklist for a currently existing unit on a different topic.

# Unit Outline – Grade 1 ELA

**INTRODUCTION:** This unit outline provides an example of how to integrate performance tasks into a unit of instruction. *Teachers may (a) use this unit as it is described below; (b) integrate parts of it into a currently existing curriculum unit; or (c) use it as a model or checklist for a currently existing unit on a different topic.*

## Grade 1 Literacy: A Frog Investigation!

### UNIT TOPIC AND LENGTH:

- This unit leads students in an exploration of an informational text centered on the life cycle of a frog. Read alouds and structured conversations are used to guide students in the process of using an informational text as a learning tool (i.e., gathering facts from what an author has written). Students then use what they have learned from the mentor text to create their own “teaching text.” Extensions for continued learning around frogs are included. The length of this unit is 3-4 weeks.

### COMMON CORE CONTENT STANDARDS:

- **1.RI.1:** Ask and answer questions about key details in a text.
- **1.RI.7:** Use the illustrations and details in a text to describe its key ideas.
- **1.W.2:** Write informative/explanatory texts in which they name a topic, supply some facts about the topic, and provide some sense of closure.
- **1.SL.2:** Ask and answer questions about key details in a text read aloud or information presented orally or through other media.
- **1.L.2:** Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing.

### BIG IDEAS/ENDURING UNDERSTANDINGS:

- Informational texts are *teaching* books. Authors teach us what they know about a topic in their informational texts.
- Informational texts and literary texts have different features that authors use to help us understand what they have written.
- As writers, we can teach other people what we know in reports and books that we write.
- Listening and speaking provide the opportunity to learn, reflect, and respond.

### ESSENTIAL QUESTIONS:

- How can I learn from texts?
- How are informational books different from other texts? What features or signals in a text tell us this is an informational text?
- How can I teach other people through my own writing?
- How can thinking and talking about the questions I have help me to learn?

|  |  |
|--|--|
| <p><b>CONTENT:</b></p> <p><b>Reading: informational texts</b></p> <ul style="list-style-type: none"> <li>➤ Definition and features of informational text</li> <li>➤ Comprehension of informational text</li> <li>➤ Key details of informational text</li> </ul> <hr/> <p><b>Writing: informational texts</b></p> <ul style="list-style-type: none"> <li>➤ Definition of informational text</li> <li>➤ Purpose</li> <li>➤ Details/elaboration</li> <li>➤ Organization</li> <li>➤ Conventions</li> <li>➤ Vocabulary</li> </ul> <hr/> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>➤ Topic focus</li> <li>➤ Questioning</li> <li>➤ Explanation</li> </ul>   | <p><b>SKILLS:</b></p> <p><b>Reading: informational texts</b></p> <ul style="list-style-type: none"> <li>➤ <b>Identify</b> components of informational text</li> <li>➤ <b>Ask</b> and <b>answer</b> questions about informational texts</li> <li>➤ <b>Identify</b> key details in an informational text</li> </ul> <hr/> <p><b>Writing-informational texts:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Include</b> components of informational text in creating original text</li> <li>➤ <b>Develop</b> clear topic and focus</li> <li>➤ <b>Provide</b> details about an identified topic</li> <li>➤ <b>Provide</b> a sense of closure with a concluding statement and basic transitions</li> <li>➤ <b>Apply</b> basic punctuation, capitalization, and spelling rules</li> <li>➤ <b>Use</b> topic- and genre-appropriate words</li> </ul> <hr/> <p><b>Speaking and listening:</b></p> <ul style="list-style-type: none"> <li>➤ <b>Actively listen</b> to oral reading</li> <li>➤ <b>Develop questions</b> to gain further knowledge about the informational text</li> <li>➤ <b>Respond</b> to questions from teacher and peers by explaining key details from the informational text</li> </ul> |
| <p><b>VOCABULARY/KEY TERMS:</b></p> <p><b>Literacy</b></p> <ul style="list-style-type: none"> <li>➤ Informational (or nonfiction) texts</li> <li>➤ Information, (key) details, or facts</li> <li>➤ Organization (<i>topic, closure, etc.</i>)</li> <li>➤ Conventions (<i>punctuation, complete sentence, etc.</i>)</li> <li>➤ Relevant text features (<i>illustrations, etc.</i>)</li> </ul> <p><b>Science</b> (text-based vocabulary in “Frogs” by Gail Gibbons)</p> <ul style="list-style-type: none"> <li>➤ Primary: <i>frogs, frog eggs, tadpoles, life cycle</i></li> <li>➤ Secondary: <i>frog spawn, embryos, algae, gills, lungs, amphibians, camouflage, hibernation, herpetologist</i></li> <li>➤ Tier II vocabulary: <i>cluster, hatch, bulge, disappear, webbed, hind, creatures</i></li> </ul> |  |

## ASSESSMENT EVIDENCE AND ACTIVITIES

### INITIAL ASSESSMENT :

Shared reading of informational text. Use Hess's Systematic Observation to observe areas including:

- Student interest
- Student insights (new or prior knowledge) and questioning
- Student use of nonfiction text features
- Student use of content specific vocabulary (i.e., from the book) as well as vocabulary related to informational texts (e.g., *facts*, *nonfiction*, *information*, etc.)

### FORMATIVE ASSESSMENT:

- Teacher observations (see "Systematic Observation" tool by Karin Hess)
- Class discussion KWL, oral summarizing

**Key criteria** (oral, visual, written)

- **Purpose:** identifies clear topic and focus, central idea, key supporting details/facts
- **Organization:** organizes information for coherence, creates concluding statement, correct use of basic transitions
- **Details & elaboration:** uses nouns, verbs, adjectives, adverbs to describe or elaborate; locates facts that support focus
- **Vocabulary development:** descriptive language, categorizes information (e.g., things an animal eats)
- **Voice & tone:** creates a variety of complete sentences
- **Conventions:** applies basic punctuation, capitalization, and spelling rules

### FINAL PERFORMANCE TASK:

After multiple opportunities to read an informational text and use information/facts students will write a short report about what was learned (see included resources for writing, "My Report About \_\_\_\_"). *See attached materials for details on the task, including a set of lessons that lead to the task.*

### LEARNING PLAN & ACTIVITIES:

**Introduction to informational texts.** This section may be modified, depending on students' prior experience with informational texts. Note that each "part" may last one or more class periods, depending on your students and your schedule.

*A note about comprehension of informational texts:*

Informational texts present a greater challenge for students to comprehend. To ensure comprehension while maintaining the complexity of the text, it is essential that understanding come from the text itself (i.e., not from relating the text to students' experiences). To achieve this, use strategic, open-ended questioning to check comprehension at the end of each page or section, such as through Isabel Beck's "Questioning the Author" technique. These questions include:

- *What is the author telling you?*
- *Why is the author telling you that?*
- *How else would you say that?*

#### Part 1: Introducing an informational text

- **Present** an informational text about animals to the students, while gathered in a meeting area. The example used here is *Monarch Butterfly* by Gail Gibbons, though you may select any informational text about animals based on your knowledge of your students' interest and/or units of study (e.g., in science). You likely will want to select an animal that students have some familiarity with, in order to support transition to an unfamiliar genre.
- **Predictions.** Ask students to *predict* what the book will be about, based on the cover and title.
- **Genre.** Explain that this is an *informational text*, or *nonfiction book*, which means it will tell us a true story about the topic presented on the cover.
- **Text features.** Take a book walk and elicit student observations. Call students' attention to text features particular to an informational text (e.g., photographs, captions, bold print, etc.).
- **Comparison.** Ask students how an informational text seems to be different from *literary* or *fictional texts* they have read in the past. Provide examples of *fiction* books that the class has read as a whole.

#### Part 2: Understanding an informational text

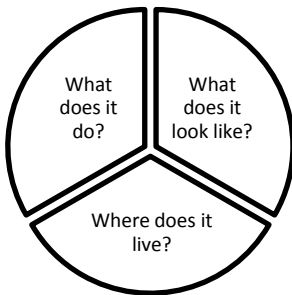
- Create a "Nonfiction Study" chart, using the following structure:

| Before reading    |                  | After reading |               |
|-------------------|------------------|---------------|---------------|
| My first thoughts | Questions I have | New learning  | New questions |
|                   |                  |               |               |

- Ask students what they already know about the animal in the informational text used in Part 1 (e.g., monarch butterfly). Record students' responses in the column labeled, "My first thoughts."
- Ask students what questions they have about the animal, and record their questions in the column labeled, "Questions I have."
- Read the book aloud. Periodically or at the end of each section, ask students to share new *facts* they have learned. Record these in the section labeled, "New learning."
- During and following reading, ask students if there are any new questions that they would like to add to the chart, and record these in the section labeled, "New questions."
- *Enrichment:* You may have some students who would benefit from completing the "Nonfiction Study" chart as an independent writing activity.

#### Part 3: Organizing learning from an informational text

- Present the concept of students being "information detectives," as nonfiction texts have information that a reader needs to find and learn from.
- Review the text used in Parts 1 and 2 (or use a new text, if students are ready), with the lens of an "information detective," to mine additional *facts*. Add new facts to the "New learning" column in your "Nonfiction Study" chart.
- Introduce the "Information Wheel" (pictured below) as a tool for recording information that they have found in their detective work.



- Review the “My first thoughts” and “New learning” columns. Work with students to organize *facts* from these columns into appropriate sections on the “Information Wheel.”
- When the first item is shared, model how the information from the book (phrase or sentence) can be turned into a note. Explain to students that taking notes this way helps them to record information to use in their own informational writing (some students may be ready for a lesson on plagiarism).
  - Example from *Monarch Butterfly*: *The egg of a monarch is almost always laid on a milkweed plant. The plant will be its food.*
  - Fact phrases (may be written in bulleted list):
    - *Egg laid on milkweed*
    - *New caterpillar eats milkweed*
- After reading and note-taking, reflect on the process and how it could be used to create a student’s own informational text (report) about butterflies, even incorporating additional sources.
- *Enrichment*: You may have some students who would benefit from completing the “Information Wheel” chart as an independent writing activity.

#### *Enrichment*

- Students who are ready for independent investigation may do so using appropriate nonfiction texts or articles.
- Introduce these students to the “3-2-1” note taking strategy. They may record their notes in a template similar to the following:

|                            |
|----------------------------|
| 3 things you discovered:   |
| 2 interesting things:      |
| 1 question you still have: |

#### **Optional: Content-focused lessons on frogs**

These lessons may be used to enhance the science connections of this unit. You may find this instruction to be helpful in order to support students’ understanding of frogs, in connection to the book used in the performance task, either as preparation for or extension from the performance task.

*Focus: Motivational activities provide background knowledge by using students’ experiences resulting in rich personal writing*

- See “Nature centers” and “Online tools” in resources section below.

# Unit Outline – Grade 1 ELA

## Focus: Essential questions guide research

- Guide children in writing one fact and one question about frogs on sticky notes.
- Begin a concept map by collecting the children's facts and posting them around the topic.
- Collect children's questions (on sticky notes) and model how to classify the facts under the questions. Engage children in sorting the information (their sticky notes) into common categories, and physically group the notes on the concept map.
- Model how to turn a question into an essential question, and explains the role that essential questions play in guiding research.

## Focus: Elicit the difference between personification and scientific representation of animals

- Children view the film, *Kermit the Frog Talks about Frogs*. Create a Venn diagram comparing the bull frog to Kermit the frog.
- Define personification as an element of fictional writing.
- Use a T chart to compare and contrast text features and elements of *Frog and Toad are Friends* by Arnold Lobel to an informational text about frogs.

## Focus: Teaching the concept of plagiarism

- The teacher puts a fake cover on a familiar book and reads it to the children. When the class realizes that it is a familiar book not written by the teacher, the teacher explains that it is wrong to steal another writer's words. The teacher defines the term as plagiarism.
- Using a nonfiction text, the teacher models how to write a note fact without plagiarizing. (Meaning that you cannot use someone's personal phrasing or words – content words can always be used.)

## Focus: Learning center activities/small independent groups

- Students investigate and collect notes using a variety of traditional and technologically based non-leveled materials about various world wide frog species.
- They also participate in several lab activities which will involve frog adaptations and observations regarding tracking the sequential growth of bull frog tadpoles.
- Although some activities will be required, students should also have a menu of other participation options.
- Before students interact with the materials in the Learning Center, they should be well versed in the procedure of the activities they are expected to complete, as well as the rules, routines, use, and maintenance of the Center.
- See "Resources" section for materials to guide this work.

## **RESOURCES:**

### **Supplemental documents:**

- Two writing templates are included in the Performance Task section and can be used with multiple texts over the course of the unit. **The longer "report" template** is for reading longer texts, at first with shared readings and supports. **The shorter template** is for practice with texts read at students' independent reading levels. In this case, the informational texts read independently will vary according to students' reading ability.
- "Guidelines for Administration: Writing Progress-Monitoring Performance Assessments" (Karin Hess)
- "Systemic Observation" (Karin Hess)

# Unit Outline – Grade 1 ELA

## Literature:

- “Frogs” by Gail Gibbons
- “Monarch Butterfly” by Gail Gibbons

## Professional resources:

- Beck, Isabel. *Improving Comprehension with Questioning the Author*. New York, NY: Scholastic, 2006.
- Nottage, Cindy, and Virginia Morse. *Independent Investigation Method: 7 Easy Steps to Successful Research for Students in Grades K-12*. Active Learning Systems, 2005.
- Parker, Diane. *Planning for Inquiry: It’s Not an Oxymoron!* National Council of Teachers of English, 2007.
- Simmons, Eileen A. “Rethinking Research.” *English Journal* Sept. 1999: 114-117.

## Supplemental resources to support content learning about frogs:

### Instructional tools

- Data Observation Sheet
- Take home books

### Instructional texts (for independent or guided reading)

- *Frogs* by Bourget (Level C)
- *Frogs* by Gail Saunders-Smith (Level D)
- *Frog* by Judith Bauer Stamper (Level E)
- *Frogs and Toads and Tadpoles Too* by Allen Fowler (Level G)
- *Climbing Tree Frogs* by Ruth Berman (Level I)
- *Fabulous Frogs* by Linda Glaser (Level I)
- *A Wood Frog’s Life* by John Himmelman (Level I)
- *Fantastic Frogs* by Fay Robinson (Level J)
- *From Tadpole to Frog* by Kathleen Weidner Zoehfeld (Level J)

### Informational texts

- “National Geographic Explorer! Collection Freaky Frogs” by Dan and Michele Hogan (see pp. 8-9 for “Cycle of Life of a Frog” photographs)
- “Growing Frogs” by Vivian French
- “All About Frogs” by Jim Arnosky

### Literature (fiction)

- “Frog and Toad are Friends” by Arnold Lobel
- “The Green Frogs”: A Korean Folktale by Yumi Heo
- “The Frogs Wore Red Suspenders” by Jack Prelutsky
- “The Great Frog Race and other Poems” by Kristine O’Connell George

### Learning center activities:

- Science labs: <http://www.aimsedu.org/> (*I’m Stuck on You, Wonderful Webbed Feet*)
- How to draw a frog: <http://www.howtodrawanimals.net/how-to-draw-a-frog>



- Frogs around the world: Expose children to the word “frog” in many languages—especially languages that they may speak! <http://www.allaboutfrogs.org/info/international/internt.html>
- “Fabulous Frogs!” *Weekly Reader* Apr. 2010: <http://www.weeklyreader.com/1/weekly-reader-edition-1/article/welcome-weekly-reader-edition-1>
- “The Life Cycle of a Frog” interactive: [http://www.harcourtschool.com/activity/science\\_up\\_close/212/deploy/interface.html](http://www.harcourtschool.com/activity/science_up_close/212/deploy/interface.html)
- “Poison Dart Frogs” facts and pictures: <http://kids.nationalgeographic.com/kids/animals/creaturefeature/poison-dart-frog/>
- Art Study
  - Henri Matisse, *Fishes and Flowers and Frogs*; image can be found at: <http://www.highsavingdaily.info/green-frog-art-limited-edition-canvas-gallery-wrapped-art-by-pierre-h-matisse-fishes-and-flowers-and-frogs-oh-my/>
  - Andy Warhol, frog collection; e.g., “Pine Barrens Tree Frog” can be found at: <http://www.popinternational.com/pop.gallery.andywarhol.editions.endangeredspecies#arta7ee5fa4022e4fe2f90ef3d45973204f>

#### *Nature centers*

- “Fast Food Amphibians” Alley Pond Environmental Center, 222-06 Northern Boulevard, Douglaston, NY 11363-1890, 718 229-4000
- “Ecology/Conversation” Blue Heron Nature Center, 222 Poillon Avenue, Staten Island, NY 10312, 718 967-3542
- Bronx Zoo, Central Park Zoo, Prospect Park Zoo, Queens Zoo – offer educational children’s programs regarding amphibians

#### *Online tools*

- Frog life cycle: [http://www.sheppardsoftware.com/scienceforkids/life\\_cycle/movie.htm](http://www.sheppardsoftware.com/scienceforkids/life_cycle/movie.htm)
- Frog metamorphosis: <http://www.pbs.org/teachers/connect/resources/5703/preview/>
- Introduction to frogs: <http://www.pbs.org/wnet/nature/episodes/frogs-the-thin-green-line/introduction/4763/>
- Frog activities, facts, and photos: <http://www.kidzone.ws/lw/frogs/index.htm>
- Videos of many species of frogs in their natural habitats; discussion of the decline of the frog population: <http://www.midwestfrogs.com/>

## **General Guidelines for Administration of Progress-Monitoring Performance Assessments in Writing**

Karin K. Hess, Center for Assessment

When administering the progress-monitoring assessments across different classrooms, teachers, and schools, it is important to ensure for consistent and reliable administration and interpretation of results. Collectively, assessment portfolio tasks should provide the teacher with the most comprehensive amount of information possible as it relates to particular writing skills and concepts being taught during the school year.

A student's assessment portfolio should be an accurate reflection of what the student knows and can do. Since many primary students and some upper grade level students (e.g., IEP students, ELL students, students unable to write due to an injury) are not always able to fully articulate written responses, scribing can be an appropriate accommodation. Therefore, during a progress-monitoring assessment, all students should be given the opportunity of having their work scribed if needed.

Writing assessments should typically take several class periods for all students. If a teacher feels that additional time or scribing is needed in order to get an accurate understanding of a student's thinking beyond the regular testing session, then more time should be provided for the scribing to be completed. This should be done as soon as possible (within a day or two at most) after the assessment has been given to the class.

### **What is Allowable during Administration of Progress-Monitoring Assessments?**

During the administration of the progress-monitoring writing assessments, students are encouraged to use graphic organizers or other prewriting tools, and available classroom writing resources to help them communicate their ideas. For example, in the language arts classroom there may be a word wall or students may have personal writing journals with vocabulary terms that they have been learning. As long as the posted terms are not specific to one possible response for the assessment being given (meaning that the word list accumulates over instructional time and will include many descriptive words and ideas to choose from), and the teacher does not cue students to use only particular terms in their responses (unless a student asks where a specific word is located or the student asks the teacher to read some of the listed words aloud), students can refer to the word list for spelling support when composing or responding.

### **Providing Additional Time**

All progress-monitoring assessments include an estimated administration time based on piloting data. However, these are NOT timed tests! Students who need additional

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time to complete their compositions should be given that time as long as they are engaging with the writing tasks in meaningful ways.

### **Scribing to Document Learning**

Scribing support means having someone translate a student's ideas, thoughts, and feelings as they are expressed orally or in the student's illustrations. This can be accomplished in several different ways:

- (1) the student thinks aloud as s/he describes what is in an illustration and an adult or older student records the student's actual words;
- (2) the teacher moves about the classroom to provide spelling support as requested (for descriptions or captions) and documents student's actual words on their work while students are working; and/or
- (3) audio or videotape the student's oral dictation and later transfer the student's actual words onto the actual work/illustrations. For example, a center could be set up in one corner of the classroom for students to audio tape their stories.

### **Providing Generic Prompts to Clarify Student Ideas**

It is appropriate to provide encouragement and use a few generic prompts to assist a student in clarifying his/her ideas while developing or elaborating on an idea. **"Can you tell me (more) about your picture?"** or **"Tell me what's happening here?"** or **"Can you add some more descriptive words?"** or **"Who is this?"** and **"What happened next?"** are all examples of generic prompts that can encourage students to better clarify their written or oral explanations.

Comments such as, "You need to add some dialogue" or "put a period at the end" are not appropriate and should not be used during these writing assessments.

### **Providing a Generic Self-Monitoring Checklist** (see optional examples provided with writing prompts)

It is appropriate to provide a self-monitoring tool (such as a writing checklist) for students to use during the assessment, only if the teacher has been using the tool during instruction and students understand how to use it. Self-monitoring checklists generally list the key parts of assessment tasks (e.g., I included a title, I checked my spelling, I used capital letters at the beginning of sentences) and help promote metacognitive thinking by keeping students focused. Writing checklists are optional and not part of the assessment.

Additionally, a teacher or scribe can support students staying on task by providing ongoing encouragement (without an indication about whether what the student is writing is "correct").

## Guidelines for Scribing Writing Assessment Tasks

1. When scribing student work, the scribe should take dictation rather than paraphrasing the student's response, even if the student's response is confusing. Vocabulary and sentence structure must be exactly what the student says, even if it is incorrect. Clearly indicate which information was student dictated, and which information was documented by the scribe. Use quotation marks to indicate what the student orally stated in the writing/picture.
2. When a scribe provides a prompt (e.g., asks a clarifying question), it should be noted in brackets. For example: **[Tell me about your picture/TMAYP]**. For efficiency, scribes may want to use a template of the generic prompts (e.g., see page 4) for all students taking the writing assessment. The student's responses are noted on the scribing template instead of on the student's illustrations and are simply attached to the student's work.
3. The scribe should always initial any writing put on a student's work. If the person who is scoring the student's work is different from the scribe, s/he can contact the scribe if there are any questions. This is especially helpful in Kindergarten classrooms where several different scribes (adults or older students) may be working with students.

**Whenever you are not sure about the appropriateness of a scribing practice, ask yourself the question, "Does this accurately demonstrate what the student is expressing in the drawing?"**

## A Scribing Example for Narrative Writing

Scribes will develop procedures that are comfortable for their students and themselves. Below is an example of what scribing might sound and look like at the primary level for writing. Scribes need to record both THEIR prompts and student responses.

1. Start with a broad, open-ended question. **"Tell me about your picture."** ("your story", "your idea", "who this story is about and what's happening, etc.)
2. **"What happened first"** (or restate the specific writing prompt: "tell me about the exciting day you are writing about").
3. If the picture or ideas seem vague, a teacher may want to suggest that the student add some more details: **"Can you add some more details to your picture to show what he looked like/how he moved? I'll come back in a while to see what you have added."**
4. Scribes often ask primary students, **"How does your story end?"** This may not be evident in the student's picture, but a student may be able to describe the ending of the event or story or how the problem was solved.
5. End a scribing session by reading back what the student has dictated and then asking, **"Is there anything else you would like to add?"**

**A Sample Scribing Template for \_\_\_\_\_ date \_\_\_\_\_**

Add any other prompts you asked particular students. You do not need to ask all questions. The student may offer the information freely and completely after you ask the first question. Attach to student's work for analysis/scoring.

1. **Tell me about your picture** (your story, your idea, who this story is about and what's happening, etc.).

2. **What happened first?** (or restate the specific writing prompt):

\_\_\_\_\_)

3. **What happened next/then?**

4. **Can you add some more details to your picture to show \_\_\_\_\_**  
\_\_\_\_\_. I'll come back in a while to see what you have added."

5. **How does your story end? or How was the problem solved?**

6. **Read back what the student has dictated and ask: Is there anything else you would like to add/ tell me?**

## Systematic Observation

### What is Systematic Observation?

Systematic observation is an assessment strategy used to document knowledge and skills of a group of students over a period of time, rather than assessing all students at the same time (on-demand). Generally this approach works well for areas that are difficult to assess with pencil and paper tests or when multiple opportunities are provided for students to demonstrate acquisition of skills and knowledge over time. Systematic observation captures the “missed opportunities” for collecting assessment data during an instructional activity and can document progress being made over time in meeting broader learning goals for the school year.

Data collection can be imbedded in the instructional activity, such as during a class or group discussion, or done during small group or individual conferences with students. Brief notations are made including the date, student name, and key quotes or comments related to the focus of the learning goal(s). In a single lesson or activity, only a few specific notations might be made by the observer; however, eventually all students will be documented several times in the same areas of focus. Ongoing data collection provides information for making instructional decisions and for making evidence-based decisions about student learning.

### How to Use the Systematic Observation Documentation Template

1. **Identify 2-3 areas you will consistently (systematically) be able to document over time (such as throughout a unit of study)** – Although you *could* observe many different areas, limit the number of areas you will document through observation to assure quality data collection and minimal instructional interruption as you make notes. Identify areas difficult to assess with pencil and paper assignments (e.g., open-ended discussion topics about text features or use of comprehension strategies).
2. **Do a quick “match” with areas selected for observation** – What standard/expectations are you assessing? What are some key components you’ll focus on? Make a few notes at the bottom of the page to help you remember, since you won’t ask for all of them in one lesson/activity. (For example, you might list the literary devices or text features that students will be asked about.)
3. **Make systematic notes** - Date notes with student names and enough information to guide further instruction and/or to make evidence-based judgments about student learning.
4. **Use systematic notes to make informed decisions** – Some notes will be used to individualize support and instruction for particular students, some notes will inform general ongoing instructional practices for the group or entire class, and some notes will be used collectively to generalize how much progress each student is making.

## Systematic Observation Documentation Template

**Task/Activity:** \_\_\_\_\_ **Group/Grade Level:** \_\_\_\_\_  
(Remember to date student responses)

|                 |  |
|-----------------|--|
| <hr/><br>(CCSS) | <hr/><br>(CCSS)                                  |
| <hr/><br>(CCSS) | <b><i>OTHER COMMENTS &amp; OBSERVATIONS:</i></b> |

**TEACHER NOTES: (Key ideas for observation)**

## Sample Systematic Observation Documentation

**Task/Activity:** Discussion in Literature Circle/Book Club – Poetry Unit **Grade:** 3

|  |  |
|--|--|
| <p><b><u>identify characteristics of types of text</u></b><br/>(CCSS RL-5: refer to parts of stories...)</p> <p><i>3/17 Mandy: this poem is not rhyming like all the other ones- I sort of liked it cuz of that</i></p> <p><i>3/17 Aaron: I like this story-kind of poetry more than the rhyming kind</i></p> <p><i>3/19 Meg: The verses are shorter in this poem</i></p>  | <p><b><u>identify literary devices</u></b><br/>(CCSS RL- 4: distinguish literal from non-literal language)</p> <p><i>3/17 Sarah: The words help me make a picture in my mind of what's happening</i></p> <p><i>3/19 Joseph: noticed rhyme scheme!</i></p> <p><i>3/20 Aaron: This part was cool- how they talked back and forth to each other – like in a play . Dialogue, right?</i></p> |
| <p><b><u>Participating in discussions, offering comments &amp; sup. evidence from text</u></b><br/>(CCSS RL- 1: refer explicitly to the text...)</p> <p><i>3/20 Peter, Josie, Aaron, and Mandy: lots of participation, used text-based comments to support ideas</i></p> <p><i>3/21 Joseph: beginning to do so, needs scaffolding – can locate evidence when given supporting statement or can make supporting statement if given two or three evidence/references from text</i></p> | <p><b><u>OTHER COMMENTS &amp; OBSERVATIONS:</u></b></p> <p><i>3/20 Joseph- remembered to bring Readers Notebook!</i></p> <p><i>3/21 Aaron: may be interested in reading (or writing?) some plays?</i></p>  |

**TEACHER NOTES: (Key ideas for observation)**

Rhyme, rhyme scheme  
Narrative and lyric poems  
Imagery, dialogue





GRADE **1** LITERACY: MY REPORT  
ABOUT FROGS  
SUPPORTS FOR ENGLISH  
LANGUAGE LEARNERS

## ***Grade 1 Literacy: My Report about Frogs***

### ***Supports for English Language Learners***

#### **Pre-Reading Activities:**

##### **Modeling**

- Show students a copy of the finished product, *My Report about Frogs*, which will provide a big picture of the lessons and the learning expectations. Students will understand what they will be doing and what they are expected to produce after these lessons, both of which are crucial to the learning process.

##### **Build/Activate Background Knowledge**

- View a short film on frogs and/or their life cycle to provide authentic experiences and create meaningful connections for students. This will help them in developing their thinking about the topic. It will enable students to generate responses to the K-W-L chart, specifically the K (Know) part, during the upcoming lesson.
- Provide opportunities for students to relate, connect, and generate conversations in English and/or the native language to build oral proficiency. Upload pictures in order to create interactive slideshows using a SMART Board®, an LCD projector, etc.

##### **Print-Rich Environment**

- Provide visual representations to create a print-rich environment by posting pictures or photos of task-related realia with labels in the classroom. Students can always refer to them during instructional and independent learning time.

##### **Pre-Teach Vocabulary**

- Provide small group and individual activities to reinforce learning by creating flashcards for new/key vocabularies either in paper or electronic form with visuals. Teachers should integrate students' native languages when creating flashcards whenever possible.

#### **During-Reading Activities:**

##### **Text /Print Connection**

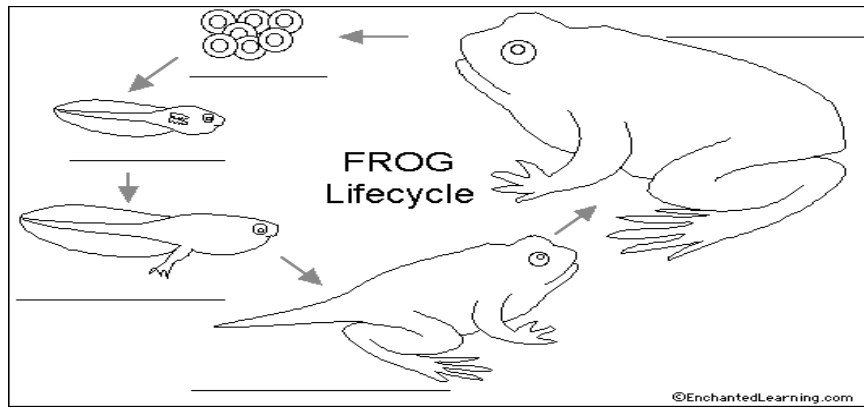
- Be sure that the text is enlarged, in big-book format, or on an interactive screen in order to facilitate connection between the text (print) and the student learning.

### **Language Support and Build Oral Proficiency**

- Provide students with sentence starters in order to complete the W (Wonder) portion of the K-W-L chart, such as:
  - I wonder if ...?
  - What ...?
  - Why ...?
- Use “Turn and Talk” with a focus question during the activity to build students’ oral language skills.
- Use a “Think-Pair-Share” activity when asking students to infer from the text.
- Pair students strategically, as some ELL students can benefit from being paired with English-proficient students. Other ELL students may benefit from being paired with students with the same native language.
- Students can be homogeneously grouped by native languages. Students will still be grouped heterogeneously by ability level. Allow students to work on activities in the native language if necessary. Depending on the class setting, teacher may tell students they must submit the final product in English.
- Allow students to use their native languages during these activities to communicate and clarify unfamiliar concept and meanings.
- Provide students with sentence starters to build academic language and to facilitate conversations among them. The language in which sentence starters are introduced may vary for individual students and teachers must strategically plan according to students’ English-proficiency levels.
- Allow students to label and draw on Post-its® during these interactions, which allow for inventive spelling and also reinforce their note-taking skills. Model when students are unable to do so as well as when they cannot produce language orally.

### **Post-Reading Activities:**

- Encourage students to refer back to the book during the activity following the read-aloud. Students may use the illustrations to assist them in memorizing or recalling details and vocabulary.
- Give students a menu of activities that pertain to the text during center time on day 2, 3, and 4 based on their English language proficiency levels. Such activities can include, but should not be limited to, the following:
  - Create a reenactment using Total Physical Response (TPR) of the life cycle of a frog.
  - Create a graphic organizer allowing students to illustrate steps of the life cycle of a frog.
  - Provide a diagram, such as the one below, allowing students to fill in/label different stages of the life cycle of a frog.



- Provide students with illustrations of the different stages of a frog's life and allow them to arrange the stages in sequence.

### **General Considerations for Instruction:**

- Plan targeted instruction and group students strategically according to their needs.
- Provide various activities by creating centers and rotate them frequently.
- Record students' responses and provide positive feedback while working in small groups or the whole group whenever is appropriate.
- Model languages consistently; repeat and reinforce as necessary.
- Allow students to illustrate what was transcribed by the teacher.
- Ask students to trace the words in the transcribed sentence.
- Provide additional reading materials around the same concept/theme in the child's native language; such reading materials should also be culturally responsive.



GRADE **1** LITERACY: MY REPORT  
ABOUT FROGS  
SUPPORTS FOR STUDENTS  
WITH DISABILITIES

# GRADE 1 LITERACY: MY REPORT ABOUT FROGS

## Instructional Supports for Students with Disabilities using UDL Guidelines

### **Background Information**

Learners differ in the ways that they perceive, comprehend and demonstrate understanding of information that is presented to them. For example, those with sensory disabilities, (e.g. fine motor challenges, eye-hand coordination, language-based disabilities and so forth) may all require a different process to acquire the same content. In addition, as all children make connections, all learners may differ markedly in the ways they engage, maintain attention to task and demonstrate what they know and have learned. Hence, the interrelated components which comprise a UDL Curriculum are considered for goals, methods, materials and assessments. Instructional activities can then be monitored or revised to respond to student needs.

### **PREPARING STUDENTS FOR PERFORMANCE TASK**

This 4-day activity will culminate with a written and/or illustrated report about what students' learned about frogs, in particular the life cycle of a frog. With the guidance of the teacher, students will identify important details from their shared readings to include in their report. They will end their report with a statement about the most interesting thing they learned about frogs, or something they want to know more about.

### **Teacher Directions for Administration**

Prior to beginning this activity, the following UDL checkpoints should have been introduced and established as part of the norm for creating a rigorous and supportive classroom environment, which is an on-going process.

*In this task, teachers can...*

**Provide prompts, reminders, guides, rubrics, checklists that focus on elevating the frequency of self-reflection and self-reinforcement** by using simple detailed checklists with pictures for organizing and editing writing tasks.

**Provide options for sustaining effort and persistence**

- Emphasize process, effort, improvement in meeting standards as alternatives to external evaluation and competition
- Provide prompts that guide learners in when and how to ask peers and /or teachers for help. E.g. Students are taught to "Ask 3" peers for assistance "before me" [teacher]
- Create expectations for group work (e.g., rubrics, norms, etc.)

## Rubric for Teamwork

|                       | 3 points   | 2 points   | 1 point   | 0 points   |
|-----------------------|--|--|---|--|
| <b>Focus on tasks</b> | Works to complete all group tasks.   | Usually helps to complete group tasks.   | Occasionally helps to complete group tasks.   | Does not work well with others and shows no interest in completing group tasks.  |
| <b>Attitude</b>       | Always has a positive attitude about the task(s) and the work of others.   | Usually has a positive attitude about the task(s) and the work of others.  | Sometimes makes fun of the task(s) or the work of other group members.  | Often makes fun of others' work and has a negative attitude.   |
| <b>Effort</b>         | All team members contributed equally to the finished project.  | Assisted group/partner in the finished project.  | Finished individual task but did not assist group/partner during the project.   | Contributed little to the group effort during the project.   |
| <b>Contribution</b>   | Performed all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Always did the assigned work. | Performed nearly all duties of assigned team role and contributed knowledge, opinions, and skills to share with the team. Completed most of the assigned work. | Performed a few duties of assigned team role and contributed a small amount of knowledge, opinions, and skills to share with the team. Completed some of the assigned work. | Did not perform any duties of assigned team role and did not contribute knowledge, opinions or skills to share with the team. Relied on others to do the work. |

### Provide options for self-regulation

- Provide prompts, reminders, guides, rubrics, and checklists that focus on increasing the length of on-task behavior in the face of distractions

### Rubric for On-Task Behavior

|                      | Awesome<br>4 points  | Accomplished<br>3 points  | Developing<br>2 points   | Beginning<br>1 point   |
|----------------------|--|---|--|--|
| Participation        | I participated all of the time.<br><br>I always listened to the views of others.<br><br>I only shared information about the topic. | I participated most of the time.<br><br>I listened to the views of others most of the time.<br><br>I shared some basic information about the topic. | I participated some of the time.<br><br>I listened to the views of my friends.<br><br>I shared a little information about the topic. | I participated very little or not at all.<br><br>I did not listen to the views of others.<br><br>I shared very little or no information about the topic. |
| On Task              | I was on task for all activities.  | I needed one reminder to return to task.  | I needed two reminders to return to task.  | I need three or more reminders to return to task.  |
| Following Directions | I followed all directions completely.  | I followed most directions completely.  | I followed some of the directions.   | I followed very few or no directions.  |
| Task Completion      | I completed all activities.  | I completed most activities.  | I completed some activities.   | I completed very few or no activities.   |

### Shared Reading-Writing Template: “My Report about \_\_\_\_”

Each day, students read and discuss a part of the book together with the teacher and then add to their written report. Teachers can give one template page at a time and have students put reports together at the end of the week. There is an extra page of lines at the end of the template for students who need more writing space. Also included is an unlabeled black and white picture depicting the life cycle of a frog for students who have grapho-motor difficulties and/or are uncomfortable with freehand drawing.

**Materials:** From Tadpole to Frog (Big Book); On-line story, Something Froggy, primary version (Use Smartboard). Enlarge and print text so that students can hold and follow story. See Frog Facts Index at [www.kidzone.com](http://www.kidzone.com)

*In this task, teachers can...*

**Promote understanding of vocabulary** by embedding visual, non-linguistic picture supports for key words and concepts such as *frog, toad, and amphibian*, as well as *same and different*.



**Day 1** – Identify topic (frogs) on cover page and list at least one question they would like to answer. (From the K-W-L chart and class discussion.)

| What do I <b><u>k</u></b> now | What do I <b><u>w</u></b> ant to know | What did I <b><u>l</u></b> earn |
|-------------------------------|---------------------------------------|---------------------------------|
|                               |                                       |                                 |

**Provide options for perception**

- Display large pictures of frogs and the stages of the life cycle
- Increase font size for written material
- Have models/replicas/puzzles of the animals for students to touch, hold and manipulate (a live frog would be phenomenal for observation)
- Highlight key word such as: tadpole, frog, climate, leap, hibernate, mate, eggs, hatch.
- Color-code life cycle stages (students can color the life cycle handout below)
- Use multi examples and non examples to emphasize critical features

**Day 2** – shared reading/first part of book about frog eggs (the students can fill in frog eggs at the top of the template page). After reading together and discussing what they read, students write something they learned about frog eggs. They can use their books for all writing/ drawing activities to support spelling and recall. Encourage students to label drawings as they are in informational texts.

*In this task, teachers can...*

**Facilitate managing information and resources** by providing graphic organizers and templates for taking notes and organizing information to better understand the life cycle of frogs.

**Provide options for language and symbols**

- Pre-teach vocabulary especially in ways that promote connection to the learners' experience
- Post vocabulary with definitions and pictures
- Provide and allow the use of audio books/digital text w/ accompanying human voice to reinforce retention of information and as a reference tool to aid in completing independent activities

**Provide options for comprehension**

- Use graphic organizers (e.g., KWL charts, Venn diagrams, etc) to chart students' responses
- "Chunk" information into smaller elements
- Provide checklist

**Day 3** – shared reading /next section of the book about tadpoles (the students can fill in tadpoles at the top of the template page). After reading together and discussing what they read, students write something they learned about tadpoles. They can use their books for all writing/drawing activities to support spelling and recall. Encourage students to label drawings as they are in informational texts.

**Provide options for language and symbols**

- Post vocabulary with definitions and pictures
- Provide and allow the use of audio books/digital text w/ accompanying human voice [books previously read by teacher] to reinforce retention of information and as a reference tool to aid in completing independent activities

**Day 4** – shared reading /finish reading the book about tadpoles (the students can fill in \_\_\_\_\_ (student choice) at the top of the template page). After reading together and discussing what they read, students write an ending to the report: This is the most interesting thing I learned about frogs or something that I want to know more about.

*In this task, teachers can...*

**Facilitate managing information and resources** by providing graphic organizers and templates for taking notes and organizing information to better understand the life cycle of frogs.

**Provide options for comprehension**

- Use graphic organizers (e.g., KWL charts, Venn diagrams, etc)
- Give explicit prompts for each step in a sequential process
- Provide multiple entry points to the lessons by exploring big ideas through play, art, film and media, and technology
- “Chunk” information into smaller elements
- Provide checklist to self-monitor inclusion of pertinent information
- Incorporate explicit opportunities for review and practice

Students can use their books for all writing/drawing activities to support spelling and recall. Encourage students to label drawings as they are in informational texts.

**Final Assessment: (Options)**

**Tasks to assess science content understanding** (optional) can be written/drawn in science journal or on paper.

- How does a frog change throughout the life cycle? Draw how the frogs changes and label the parts in your picture.
- Write about the life of frogs. Draw pictures to tell more about your story.
- How does a tadpole change as it becomes a frog? Draw and label pictures to show how. How are the changes in a frog’s body useful to the frog? Describe what the parts of a frog’s body can do and how they are helpful.

**Provide options for expression and communication**

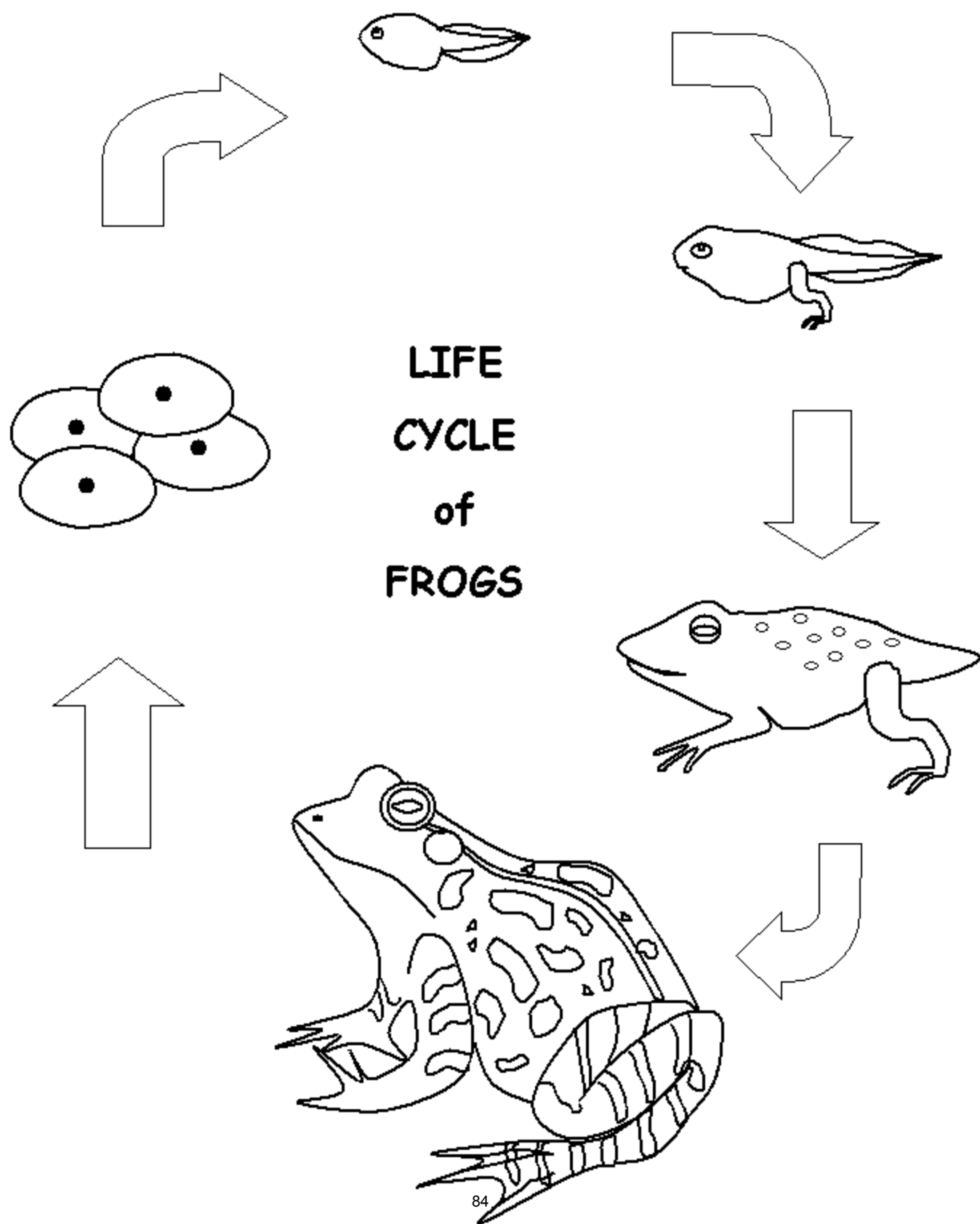
- Compose in multiple media such as scribing, drawing, illustration, visual art, etc.
- Keep visible posted vocabulary words with definitions and pictures to aid in spelling

- Allow dictation; copying or tracing dictated labels
- Provide sentence starters or sentence strips
- Provide scaffolds that can be gradually released with increasing independence and skill
- Provide differentiated feedback

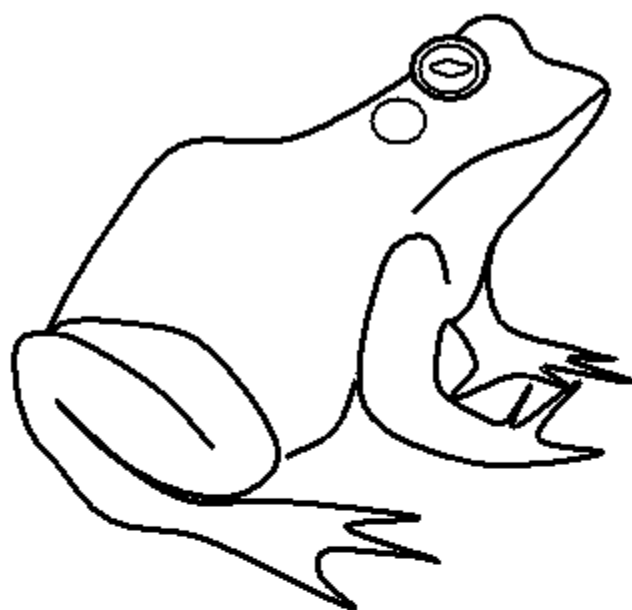
**Provide options for executive functions**

- Provide prompts and scaffolds to estimate effort, resources and difficulty
- Post goals, objectives, and schedules in an obvious place
- Provide checklist for content and writing process
- Model think – alouds of the process
- Provide graphic organizers and templates for organizing information
- Ask questions to guide self-monitoring and reflection

Name: \_\_\_\_\_



Name: \_\_\_\_\_



Write some of the things you have learned about frogs below.

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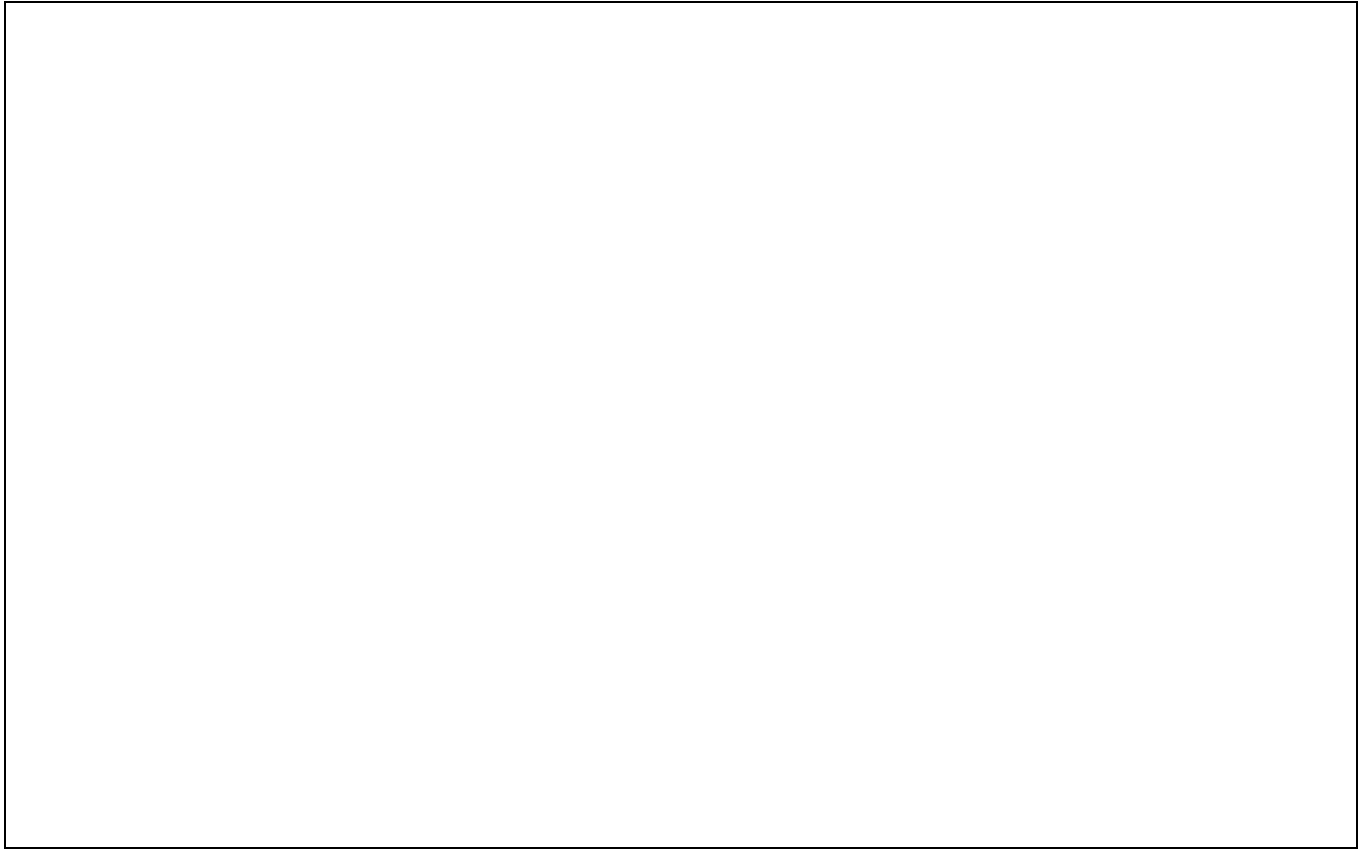
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My Report about \_\_\_\_\_



By \_\_\_\_\_

These are my questions about \_\_\_\_\_.

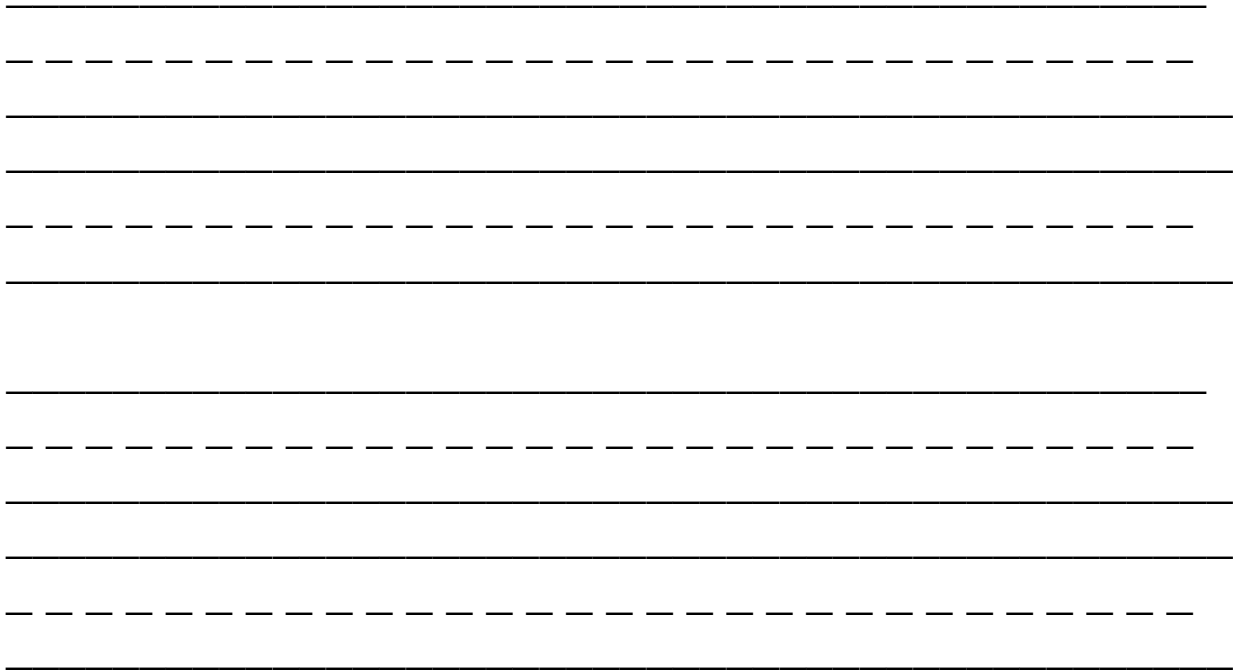
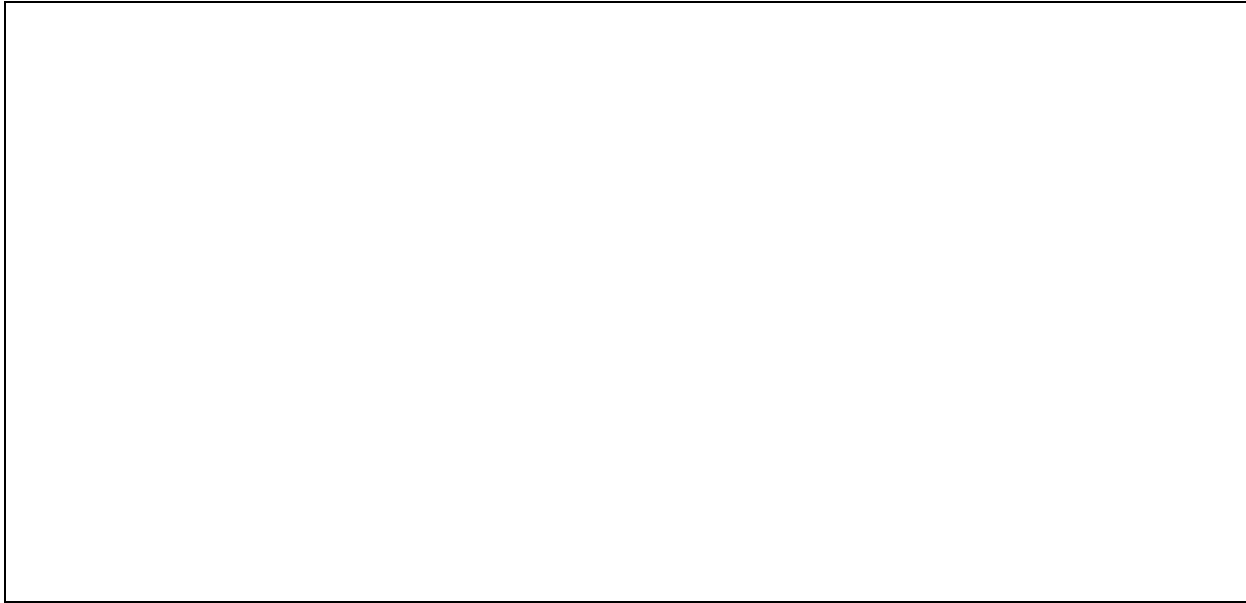
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are four sets of these lines for writing practice.

I will read a book to find the answers. Then I will write about what I learned.

Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for writing practice.

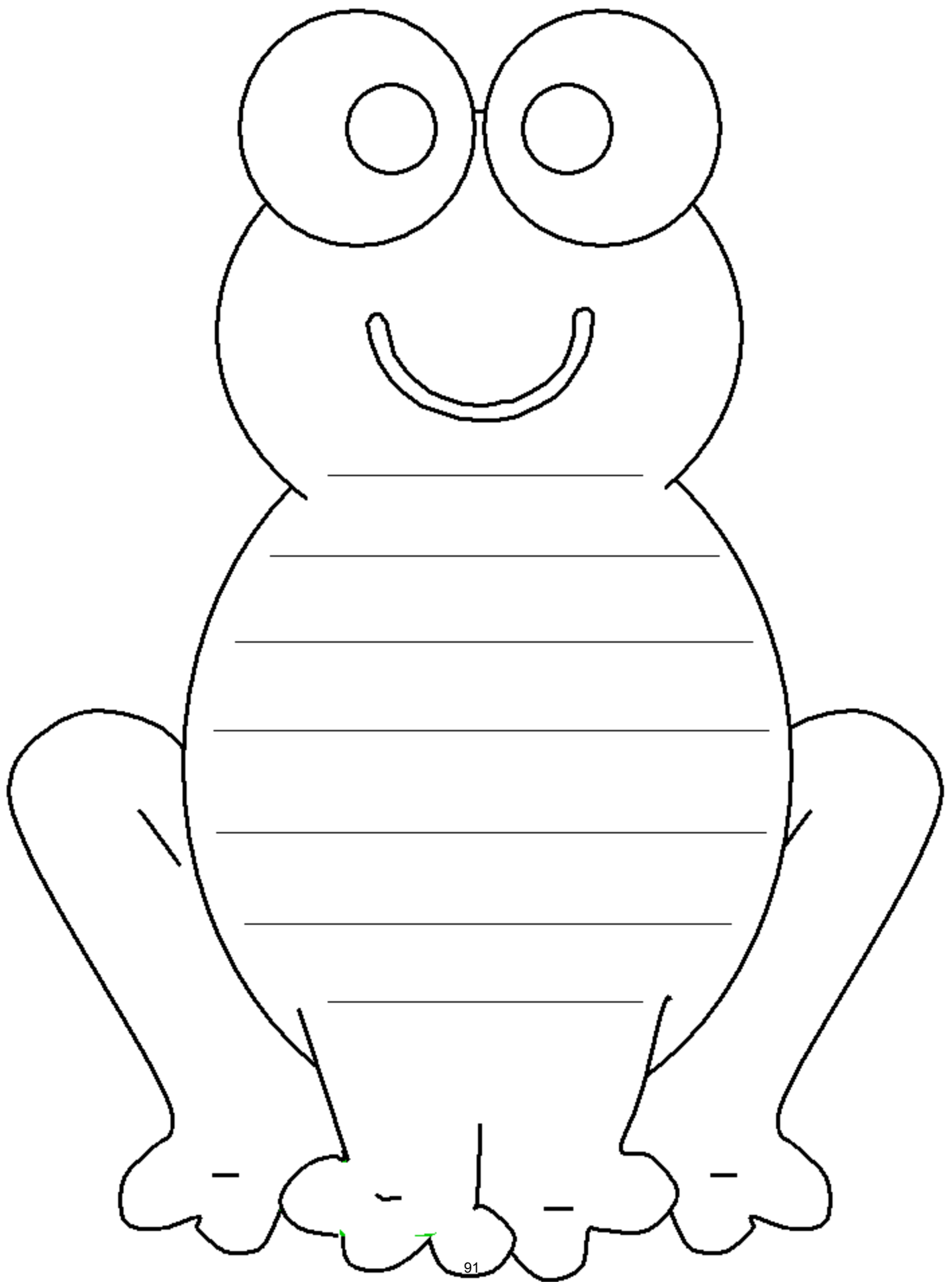


Things I learned about \_\_\_\_\_.

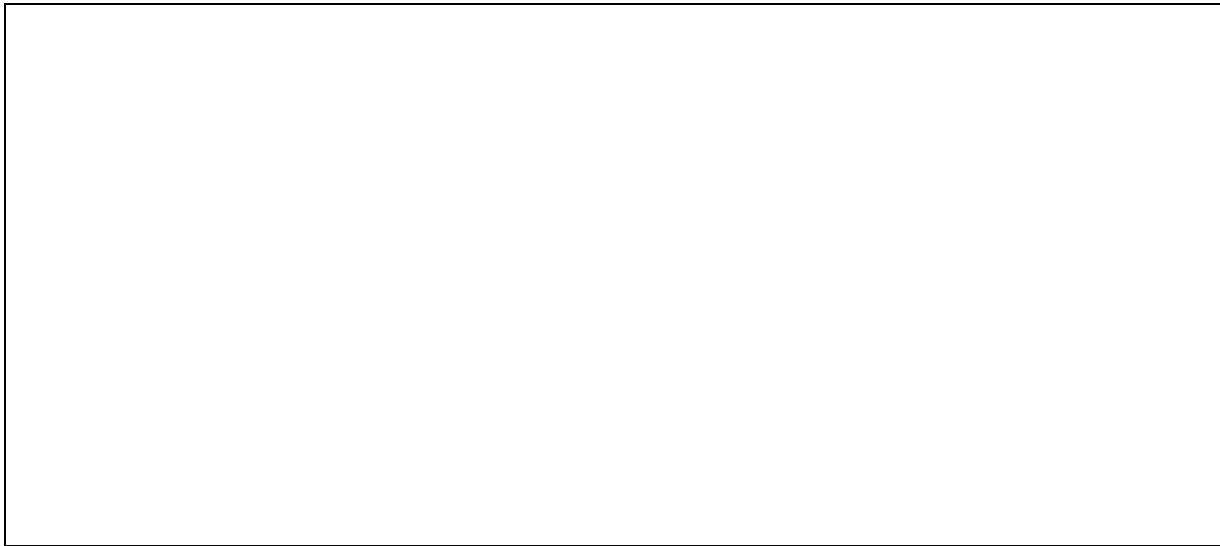


This is the most interesting thing I learned about frogs or something that I want to know more about.

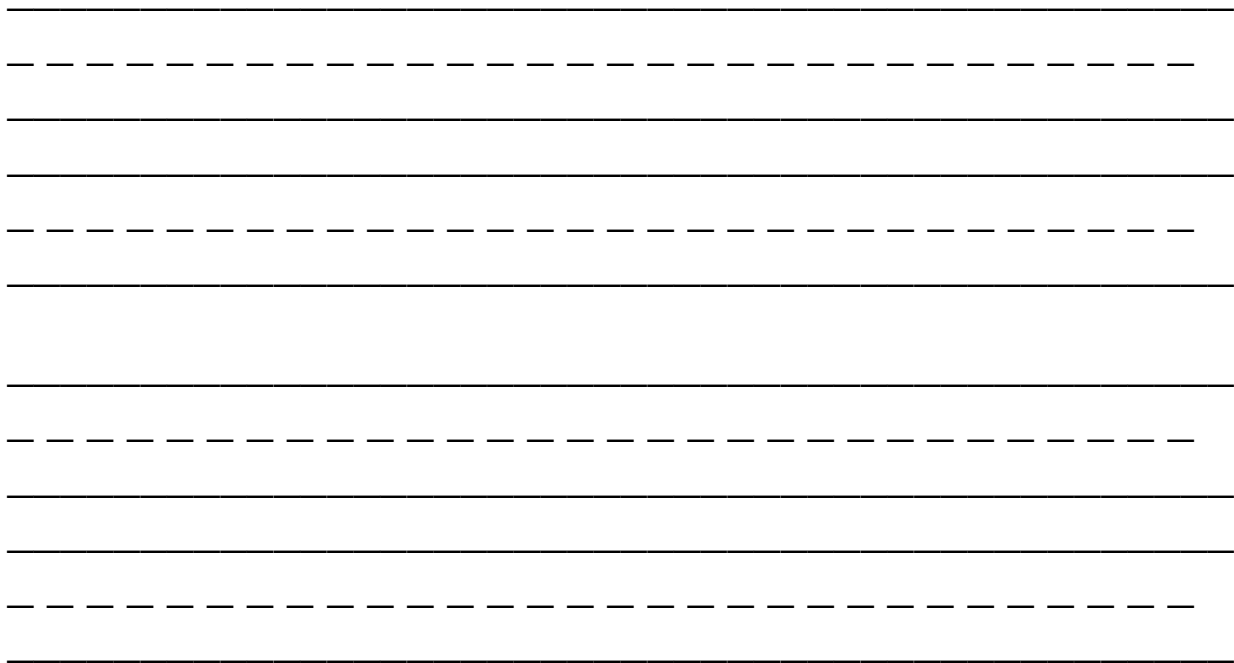
Handwriting practice lines consisting of solid top and bottom lines with a dashed middle line. There are five sets of these lines provided for student writing.



Today, I read a book about \_\_\_\_\_.



This is what I learned.



# My Itsy Bitsy Frog Book

Name: \_\_\_\_\_



Frogs can sit  
Sit frog, sit!

**KidZone.ws**  
**Itsy Bitsy Books**

Free printables from:  
<http://www.kidzone.ws>



Frogs can jump  
Jump frog, jump!



Frogs are fun!  
Ribbit!



Frogs can eat.  
Eat frog, eat!



Frogs can climb.  
Climb frog, climb!



Frogs can swim.  
Swim frog, swim!